

2 Ask students to read the text in the speech bubbles and explain that they have to complete the sentences with the words they hear.

3 Play the recording for students to complete the exercise. Ask them to compare answers with a partner.

4 Play the recording again for students to check their answers. Stop the recording at the end of each question or sentence and invite a student to say the correct question or sentence.

5 Draw students' attention to the phrase *I'm afraid* in speech bubble 6 and elicit or explain that this means *I'm sorry* and we use it when we don't agree with someone.

Audioscript

Girl 1: *Which subject do you think is more difficult, English or science?*
Girl 2: *In my opinion, science is the most difficult of all.*
Boy 1: *I think Dahab has the most beautiful beach in Egypt. Do you?*
Boy 2: *I agree. It's also the least crowded.*
Girl 3: *What's your opinion of ice skating? Do you agree that it's more dangerous than mountain climbing?*
Girl 4: *I'm afraid I don't agree.*
Boy 3: *What do you think about the new TV show?*
Boy 4: *I think it's the funniest show on TV right now.*

Answers:

1 subject, difficult, science
2 science, most difficult
3 Dahab, beautiful beach
4 least crowded
5 ice skating, dangerous, mountain climbing
6 don't agree
7 think
8 the funniest

Speaking

2 Work in pairs. Ask the questions in Exercise 1 and answer with your opinion.

1 Direct students to the instruction and elicit the task from a confident student.

2 Ask them to read the questions from Exercise 1 again and think about their answers to them. Weaker students will probably need to write down their answers before they start speaking.

3 Remind students to use the phrases for giving an opinion or agreeing or disagreeing from Exercise 1. Elicit that they can use *In my opinion, ...* or *I think ...* to give their opinion; *I agree to* agree and *I'm afraid* to disagree when they're responding to the questions.

4 Students ask and answer the questions in pairs. Go around the class monitoring students and help with any vocabulary needed.

5 Provide feedback on how clearly and accurately students gave their opinions and how well they used the language for giving their opinion from Exercise 1.

Answers:

Students' own answers.

3 Ask questions about the following in pairs. Agree or disagree.

1 Direct students to the example conversation in the speech bubbles and ask two confident students to read it out loud. Students then take it in turns to ask and respond to questions about the things in the box.

2 Give students three to four minutes to talk. Note any good conversations to elicit at the feedback stage.

3 When students' time is up, elicit some good exchanges from different pairs in class.

Answers:

Students' own answers.





4 You could extend the task by asking students to tell a partner which of these six types of music they like and don't like.



Audioscript

1 [traditional music]
2 [classical music]
3 [pop music]
4 [opera music]
5 [jazz music]
6 [rock music]

Answers:

1 traditional	2 classical	3 pop
4 opera	5 jazz	6 rock

4 Listen to the interview with Marvin again. Write down the three questions that the interviewer asks.

1 Before you play the recording again, direct students to the example question given. Then ask students if they can remember the other two questions from the first time they listened to the interview, but don't confirm the accuracy of their ideas at this stage.

2 Play the recording again and tell students to focus on listening for the second and third questions that the interviewer asks and then write these down. Give students a minute after they've finished listening to complete the notes they made or make changes to the questions they wrote down while listening.

3 Ask students to compare their questions in pairs and then check answers around the class.

4 You could then elicit or explain that the answer to question 2 is a specific piece of information (Marvin's age at a specific time), but the answer to question 3 is *yes* or *no*, and we can see this difference in the different words used at the start of the two questions.



Audioscript

See script above.

Answers:

1 What type of music do you like?
2 When did you learn to play the trumpet?
3 Do you like pop music?

5 Listen to the questions again and answer the questions.

1 Read the first question with the students and make sure they understand what stressed words are.

Note:

- Sentence stress occurs when we say certain words more loudly or with more emphasis than we stress (say) content words because they are essential to the meaning of the sentence. The point is to focus on rising and falling intonations.
- Draw students' attention to how the voice rises and falls in the speech. Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. Explain that falling intonation is very common in wh- questions.
- Explain that rising intonation describes how the voice rises at the end of the sentence and it is very common in Yes/No questions.

2 Play the recording and pause after each sentence. Ask students for the answer, then encourage them to repeat the question with the correct stressed words.

3 Repeat the procedure for question 2. Check students understand the meaning of a voice rising or falling. Play the recording, get them to answer and encourage them to repeat the questions with the correct intonation.



Audioscript

1 *What type of music do you like?*
2 *When did you learn to play the trumpet?*
3 *Do you like pop music?*

Answers:

1 1 What type of **music** do you like? ↓
2 When did you learn to play the **trumpet**? ↓
3 Do you like **pop** music? ↑

2 The voice falls with the first two questions (wh-questions) but rises with the last question (a yes/no question).



and identify whether they need to write a *yes/no* question, i.e. one that starts with *do*, *does* or *can*, or a question that asks for specific pieces of information, i.e. one that starts with a question word or phrase, like *when* or *how*.

3 Monitor students' writing, offering help where necessary. Then ask students to exchange and check their questions with a partner.

Answers:

1 When did you go to the museum?
2 Do you like jazz?
3 Have you got a sister/any sisters?
4 Why do you like fruit?
5 How do you come/travel to school?
6 Can you play chess?

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing: To write questions

Listening:

- To listen to an interview with a musician
- To listen to types of music and identify them
- Intonation

Speaking:

- To discuss the types of music you like
- To discuss whether it's OK for different people to like different types of music
- To ask and answer questions about your activities and abilities

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

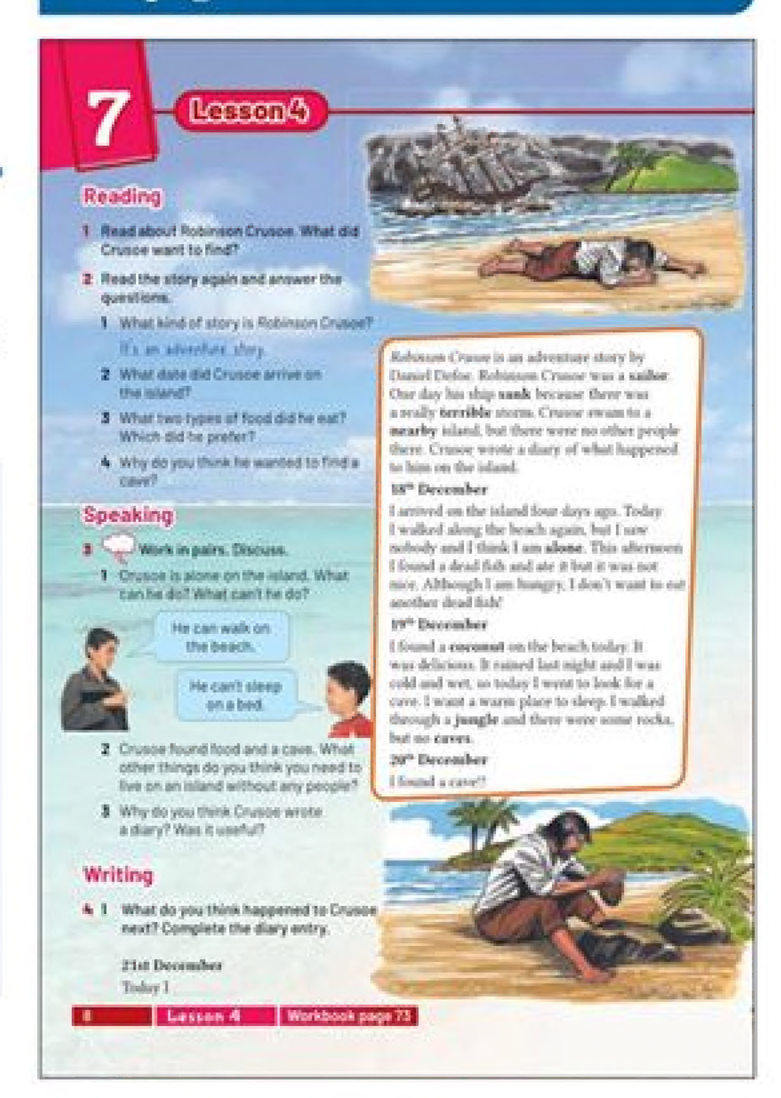
LESSON 4 SB page 8 WB page 73

Outcomes:

- To use context to confirm or self-correct word recognition and understanding
- To read short texts to understand the general gist
- To read short texts to find specific information
- To read a range of high-frequency words and CVC words
- To express opinions about hypothetical situations
- To write a description of a day in someone's life
- To talk about familiar past events
- To explore words that have the same sound but a different meaning

Vocabulary: alone, coconut, sailor, sank, terrible, nearby, jungle, cave

SB page 8



7 Lesson 4

Reading

1 Read about Robinson Crusoe. What did Crusoe want to find?

2 Read the story again and answer the questions.

1 What kind of story is *Robinson Crusoe*?
It's an adventure story.
2 What date did Crusoe arrive on the island?
3 What two types of food did he eat? Which did he prefer?
4 Why do you think he wanted to find a cave?

Robinson Crusoe is an adventure story by Daniel Defoe. Robinson Crusoe was a **sailor**. One day his ship **sank** because there was a really **terrible** storm. Crusoe swam to a **nearby** island, but there were no other people there. Crusoe wrote a diary of what happened to him on the island.

18th December
I arrived on the island four days ago. Today I walked along the beach again, but I saw nobody and I think I am **alone**. This afternoon I found a dead fish and ate it but it was not nice. Although I am hungry, I don't want to eat another dead fish!

19th December
I found a **coconut** on the beach today. It was delicious. It rained last night and I was cold and wet, so today I went to look for a cave. I want a warm place to sleep. I walked through a **jungle** and there were some rocks, but no **caves**.

20th December
I found a cave!!

Speaking

3 Work in pairs. Discuss.

1 Crusoe is alone on the island. What can he do? What can't he do?

2 Crusoe found food and a cave. What other things do you think you need to live on an island without any people?
3 Why do you think Crusoe wrote a diary? Was it useful?

Writing

4 1 What do you think happened to Crusoe next? Complete the diary entry.

21st December
Today I

8 | Lesson 4 | Workbook page 73

Background

Tell students that *Robinson Crusoe* is a novel written by an English author called Daniel Defoe. It was first published in 1719. Since then, the book has been translated into many other languages and several film versions of the book have been made. In Europe and North America, *Robinson Crusoe* is seen as a classic tale of what can happen when a man is shipwrecked on a desert island and, as a result, it has inspired other imaginings of life on a desert island in books, TV series and films.


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the three buildings.

3 Monitor students' exchanges, offering help and feedback on their use of the comparative and superlative of adjectives. Make a note of good sentences and ask students to share them during feedback.

Suggested answers:

A is the tallest building. B is taller than C. C is the lowest building.

C is the furthest from the city centre. A is further from the city centre than B. B is the nearest to the city centre.

A is the most modern building. C is more modern than B. B is the oldest building.

WB page 79

Lesson 3 | 8

Vocabulary

1 Match the opposites.

beautiful cheap dangerous expensive high low modern noisy old quiet safe short tall ugly

1 beautiful–ugly ______ 2 ______
3 ______ 4 ______
5 ______ 6 ______
7 ______

Language

2 Complete the text with the superlative form of the words in brackets.

You probably know that whales are the [1] biggest (big) animals in the world, but did you know that they are also the [2] ______ (noisy)? A whale can hear another whale 160km away. Did you know that the [3] ______ (fast) animal in the world is a bird? It can fly at more than 300km/h. Insects are the [4] ______ (dangerous) animals in the world. They make more people ill than any other animal. Finally, the [5] ______ (small) land animal is the Etruscan shrew. It looks like a mouse and is the same size as a bee!

3 Give your opinion about the following.

1 the most dangerous sport — I think the most dangerous sport is mountain climbing.
2 the ugliest building ______
3 the healthiest food ______
4 the best place for a holiday ______
5 the worst thing on television ______
6 the noisiest place you know ______

Writing

4 Write a paragraph about the most beautiful place or building you know.

- Say where it is and why you like it.
- Use some of the adjectives from Exercise 1.
- Use some comparative or superlative forms.

Lesson 3 | 79

Vocabulary

1 Match the opposites.

1 Read the instruction and check the meaning of *opposite* with students.

2 Put students into pairs to complete the task.

3 Check answers round the class by inviting different students to say the pairs of opposites. Check their pronunciation of the adjectives and model and drill any specific items that students are struggling with.

Answers:

1 beautiful–ugly	2 cheap–expensive
3 dangerous–safe	4 high–low
5 modern–old	6 noisy–quiet
7 short–tall	

Language

2 Complete the text with the superlative form of the words in brackets.

1 Direct students to the photo and remind students of the word *whale*. Tell students that they are going to practise using the superlative of adjectives by completing a text about whales and other animals with the correct superlative forms of adjectives.

2 Refer students back to the *Language* box on page 16 of the Student's Book for help, if necessary.

3 Ask students to complete the exercise individually, then check answers with a partner. If they have different answers, they should work together to find the correct answer.

4 Check answers with the class.

Answers:

1 biggest	2 noisiest	3 fastest
4 most dangerous	5 smallest	

3 Give your opinion about the following.

1 Direct students to the instruction and the items and ask them to decide what they think about each item.

2 Ask students to read the example sentence and elicit that they should use the phrase *I think* to give their opinion. Students then write their opinions individually.

3 Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their sentences with a partner.

Answers:

Students' own answers.



Writing

4 Write a paragraph about the most beautiful place or building you know.

1 Direct students to the instruction and ask them to choose a place, i.e. a town, city or a building to write about.

2 Students follow the prompts and write their texts individually. Refer students to *The comparative of adjectives Language* box on page 15 of the Student's Book and *The superlative of adjectives Language* box on page 16 of the Student's Book for help if necessary.

3 Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange their text with a partner and give each other feedback on their use of adjectives and their use of the comparative and superlative forms of adjectives.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:

- To read and understand a text about the Tahya Masr Bridge
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing: To write about the most beautiful place or building you know (Workbook)

Listening: To listen to and understand a text about the Tahya Masr Bridge

Speaking:

- To describe and compare buildings
- To discuss your country's achievements

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

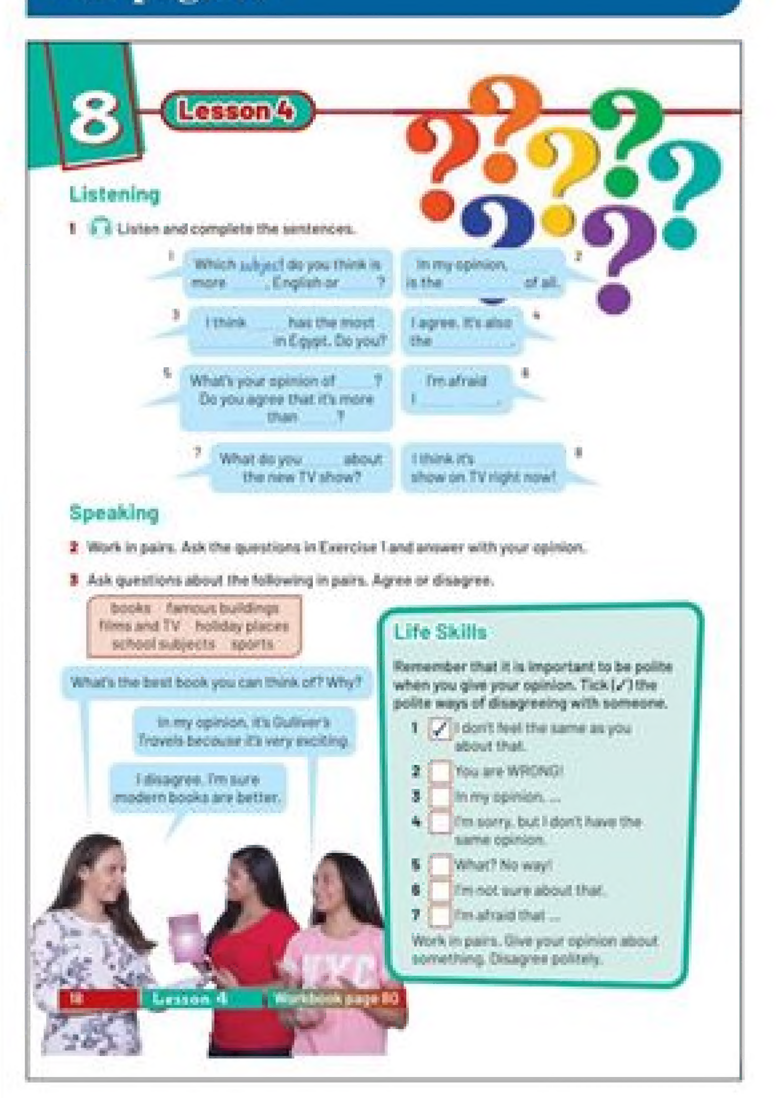
LESSON 4 SB page 18 WB page 80

Outcomes:

- To listen to identify specific phrases
- To read a range of high-frequency words and CVC words
- To express opinions
- To ask someone for their opinion and agree or disagree with it
- To disagree with someone politely

Life skills: Respect for diversity – respecting the opinions of others

SB page 18



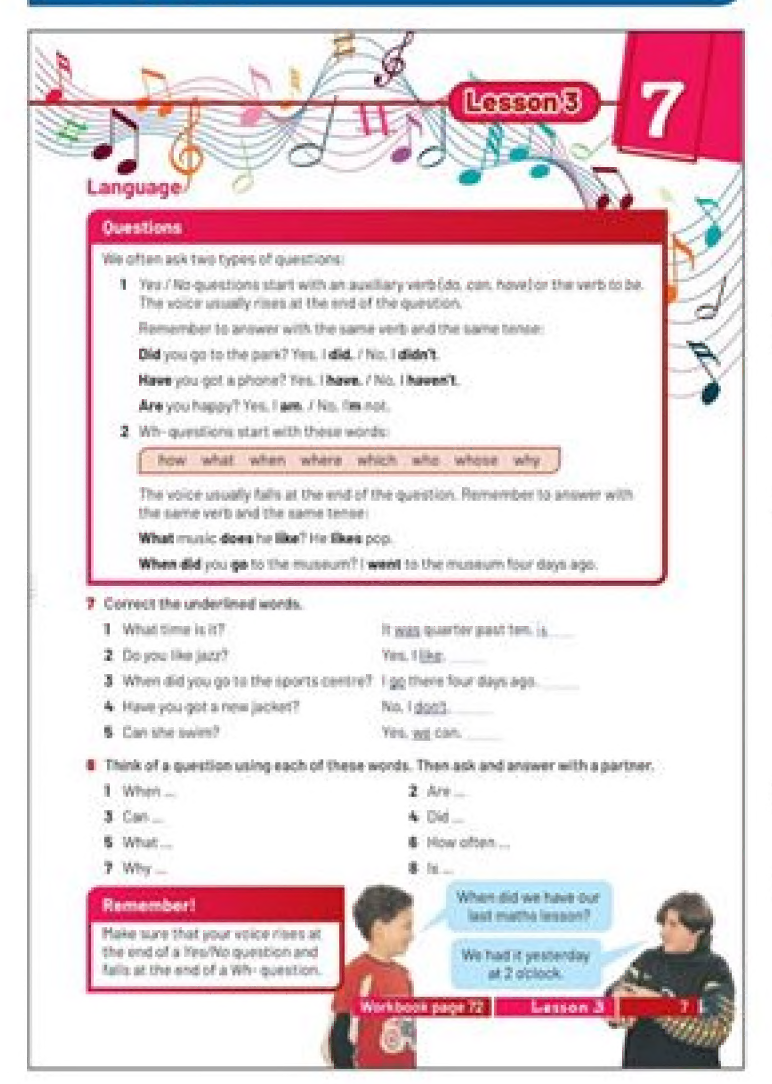
Listening

1 Listen and complete the sentences.

1 Tell students that they're going to listen to people asking someone what they think about something and giving their opinions. Check the meaning of *opinion* with students and ask them to check its meaning in their dictionaries if necessary.



SB page 7



Lesson 3 7

Language

Questions

We often ask two types of questions:

1 Yes / No questions start with an auxiliary verb (do, can, have) or the verb to be. The voice usually rises at the end of the question.

Remember to answer with the same verb and the same tense:

Did you go to the park? Yes, I **did.** / No, I **didn't.**

Have you got a phone? Yes, I **have.** / No, I **haven't.**

Are you happy? Yes, I **am.** / No, I**'m** not.

2 Wh- questions start with these words:

how what when where which who whose why

The voice usually falls at the end of the question. Remember to answer with the same verb and the same tense:

What music **does** he **like**? He **likes** pop.

When did you **go** to the museum? I **went** to the museum four days ago.

7 Correct the underlined words.

1 What time is it? It was quarter past ten. is

2 Do you like jazz? Yes, I like. ______

3 When did you go to the sports centre? I go there four days ago. ______

4 Have you got a new jacket? No, I don't. ______

5 Can she swim? Yes, we can. ______

8 Think of a question using each of these words. Then ask and answer with a partner.

1 When ... 2 Are ...
3 Can ... 4 Did ...
5 What ... 6 How often ...
7 Why ... 8 Is ...

Remember!

Make sure that your voice rises at the end of a Yes/No question and falls at the end of a Wh- question.

Workbook page 72 Lesson 3 7

Language

Questions

1 Refer students to the *Questions* language box. The most important thing for students to understand is that they need to use the same verb and the same tense in both the question and the answer.

2 You could check students' understanding of this by asking them questions, such as: *I have the past simple in the question, which tense do I have in the answer?* (past simple)

7 Correct the underlined words.

1 Direct students to the instruction in Exercise 7 and tell them that all of the underlined words in the answers are incorrect so they will need to change all of them. Remind students to look carefully at the verb and tense in the question to help them decide which verb form to use in the answer (you can refer to the given answered example as a model if necessary). Also, refer them back to the *Questions* language box for help, if necessary.

2 Allow students to check their answers in pairs. Then, ask pairs of students to read a question and the correct answer out loud. Make sure they use the correct rising or falling intonation.

Answers:

1 is 2 do 3 went 4 haven't 5 she

8 Think of a question using each of these words. Then ask and answer with a partner.

1 Tell students that they can make questions about anything they want.

2 Ask students to look at the words at the start of each question and think about which word(s) come next. Refer them back to the example questions in the *Questions* language box and in Exercise 7 to help them, if necessary. Weaker students could also work with a partner to write their questions.

3 Read the *Remember* box and make sure they use the correct rising or falling intonation.

4 Students then ask and answer their questions with a partner. Weaker students could read their partner's questions first and make a note of their answers before they ask and answer to help them to feel more confident. Monitor students' exchanges, offering help and feedback where necessary.

5 Make a note of good conversations and ask students to share them during feedback.

Answers:

Students' own answers.





3 Monitor students as they tell each other their answers, prompting them to correct any mistakes they make.
4 Confirm correct answers in class by inviting different students to say what each number refers to.

Answers:

1 2 – the number of kilometres from the pyramids of Giza to the new GEM
2 80 – the number of countries that sent in designs for the building
3 1,557 – the number of designs for the competition
4 12 – the height of the statue of Ramses II
5 160,000 – the number of objects on display in the old building
6 2002 – the year there was a competition to design a bigger and more modern museum

Speaking

5 Discuss the questions in groups.

1 The speech bubble icon denotes a critical thinking exercise, encouraging students to analyse the information available to them and use it draw their own conclusions about a given situation. In this case, students are going to analyse and give their opinion about the reasons why a certain institution (the museum) exist, what this institution's value is and alternative ways of achieving the same objectives.
2 Put students into groups and ask them to read the questions.
3 Give students time to think about their answers. Weaker students will need to make notes to help them give their answers.
4 Give students a few minutes to say their answers in their groups. Tell students to practise using the language they've learned for asking for opinions, giving opinions, agreeing and disagreeing politely to interact with and respond to the other members of their group.
5 Monitor students' discussions and make a note of any good answers so you can ask students to share these again during the feedback stage.

Answers:

Students' own answers.

Project

6 Work in groups. Plan a museum about the twenty-first century.

1 Direct students to the instructions and elicit the task from a strong student.
2 Review some of the unit language with the students by asking students to brainstorm adjectives when they think of a museum about the twenty-first century. Write these up on the board for students to refer back to while they're working in their groups. Then ask students what they think the greatest achievements of the twenty-first century are. Encourage them to use the comparative or superlative of adjectives in their answers. Write these up on the board too.
3 Put students into groups to work together to complete their project.
4 Ask students to make notes in their notebooks, helping each other where necessary. Go round and monitor and help only where group members aren't able to help each other. Offer prompts and support where necessary, e.g. *What does the museum look like? What can you see there? Is the museum organised into different parts and, if so, what is in each part? What can children and young people do there? Is there a shop or a café?*
5 Students compare their notes in their groups and agree on the best ideas. Go round and encourage students to reuse the language they've learned for asking for opinions, giving opinions, agreeing and disagreeing politely during these discussions.
6 Ask the groups to practise presenting their plan in class. Then ask a spokesperson or other spokespeople from each group to present their plan.
7 You could then hold a class vote on which plan students think is the best.
8 You can advise students that they will use their plans for a writing task in the Workbook.

Answers:

Students' own answers.



2 Check answers around the class and elicit the features of the text which show that it's a website review, e.g. the text's background looks like a webpage, the writer describes their experiences (*We had ...*) and says what they think about something (*In my opinion,...*).

Answers:

b a website review

2 Read the text again and answer the questions.

1 Tell students they're going to read the website review again and this time they're going to focus on specific pieces of information in it.

2 Direct students to the questions. Ask them to read the text all the way through in order to find the answers and then write these answers in complete sentences. Encourage them to also make notes on the reasons for their answers to questions 3 and 4. Students can check the meaning of any unknown words, such as *column*, in the *Glossary* or in their dictionaries.

3 Students compare their answers in pairs.

4 Check answers around the class by inviting different students to read their answers out loud.

5 You could extend this activity by asking students which of the three places the writer mentioned they've been to and which place they prefer or would most like to go to.

Answers:

1 The writer went early because it is the quietest time.
2 It was 5,000 square metres.
3 The Hypostyle Hall (it was more crowded than the Valley of the Kings).
4 The writer preferred the Habu Temple (it was the best and quietest place).
5 The writer's brother said, "This is fantastic." Speech marks show this.

Speaking

3 Work in pairs and answer the questions.

1 Tell students they're going to read the review again and this time they're going to focus on the language the writer uses to review her holiday.

2 Direct students to the questions. Elicit or explain the meaning of first person (*I/we*), second person (*you*) or third person (*he/she*).

3 Put students into pairs to read the text again and find answers to the questions.

4 Check answers around the class.

Answers:

1 The first person
2 I think, In my opinion
3 because
4 the most interesting; one of the most popular; the quietest time; it get busier; the biggest place; more crowded than; the best and quietest place; less crowded; for longer

4 Work in pairs. Choose one of the following and make notes to answer the questions.

1 Put students into pairs.

2 Direct them to the instruction and the words in the box. Ask them to agree on one of the places or things in the box to write about. It should be something that they're interested in and it would help if it's something they already know something about.

3 Students then make notes on their answers to the questions for their chosen place or thing. Tell students that they'll then use these notes to write a review of the place or thing in Exercise 3 on page 82 of the Workbook.

Answers:

Students' own answers.

Video

1 Tell students that they are going to watch a video about the seven wonders of the ancient world. Ask them which of the seven wonders of the ancient world were or are in Egypt and how many of the wonders they already know.

2 Play the video so students can check their answers (The Lighthouse of Alexandria and the Great Pyramids of Giza were/are in Egypt.)

3 Ask students to tell you what else they learned about in the video.

4 Ask students to work in pairs to ask and answer the question at the end of the video: *Which building do you like the best?*

5 Ask a few students to share their ideas.



SB page 6


7 Lesson 3

Listening and speaking

1 Listen to an interview with the musician Marvin Allstar. Which four types of music do they talk about?

1 ✓ jazz 2 opera
3 classical 4 pop
5 rock 6 traditional

2 Listen again and complete these sentences.

1 Marvin likes jazz music best.
2 He learned to play the piano when he was ____.
3 He likes the sound of the ____.
4 He quite likes ____ music.

3 Listen and write the types of music you hear in your notebook.

1 traditional 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

4 Listen to the interview with Marvin again. Write down the three questions that the interviewer asks.

1 What type of music do you like?
2 ____
3 ____

5 Listen to the questions again and answer the questions.

1 Which words are stressed in each question?
2 In each question, does the person's voice rise or fall?

6 Work in pairs.

1 Discuss the music you like.
2 Share your answers with the class. Do you all like the same type of music?
3 Should people have different opinions about music? Is that a good or a bad thing?

6 Lesson 3

Listening and speaking

1 Listen to an interview with the musician Marvin Allstar. Which four types of music do they talk about?

1 Tell students they are going to hear an interview with a famous musician called Marvin Allstar in which they talk about different types of music. Direct students to the photo and elicit the name of the instrument he's playing and what type of music they think that Marvin plays.
2 Brainstorm types of music in English which students know. With weaker students you could write these types on the board for students to refer back to.
3 Play the whole recording for students to listen and check the types of music they talk about.
4 Allow students to compare their answers in pairs and then check answers around the class. Check they understand the meaning of *traditional*.



Audioscript

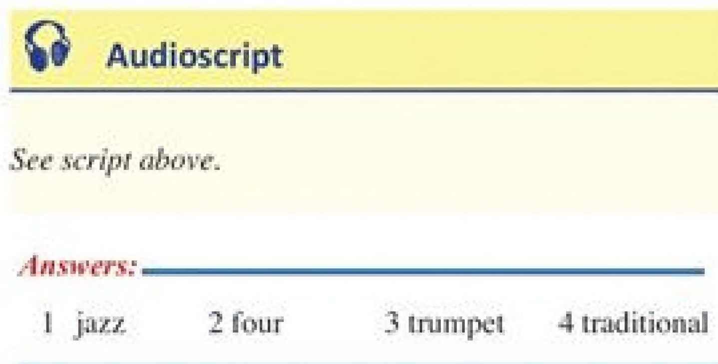
Interviewer: *Marvin Allstar is a famous musician. He writes songs and plays in a band. Hello, Marvin, what type of music do you like?*
Marvin: *Hello. Well, I like jazz music best. I play the trumpet in a jazz band.*
Interviewer: *The trumpet? When did you learn to play the trumpet?*
Marvin: *Oh, when I was about 12. I learned the piano first when I was four, and I moved on to the trumpet at 12. I like the sound of the trumpet.*
Interviewer: *Amazing! Do you like pop music?*
Marvin: *No, I don't, and I don't like rock music. But I quite like traditional music.*

Answers:

1 ✓ jazz 4 ✓ pop 5 ✓ rock 6 ✓ traditional

2 Listen again and complete these sentences.

1 Direct students to the sentences. Ask them to read the sentences and predict the missing words.
2 Play the recording again so students can confirm their answers.
3 Check answers from around the class by asking different students to say a complete sentence.



Audioscript

See script above.

Answers:

1 jazz 2 four 3 trumpet 4 traditional

3 Listen and write the types of music you hear in your notebook.

1 Tell students they are now going to listen to six short pieces of music and they need to identify each type of music. With weaker students, you could tell them that the six types of music they will hear are the six types given in Exercise 1 so they can use those words to help them make their notes.
2 Play the recording. With weaker students, you could pause the recording after each excerpt to give students more time to note down the word for the type of music they heard.
3 Allow students to compare their answers in pairs and play the recording again to confirm answers if necessary.



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Answers:

1 It was fantastic.	2 It was OK.
3 It was terrible.	4 It was very good.

Writing

4 Write what you would say in the following situations. Give a reason using *although* or *because*.

1 Direct students to the situations and ask them to read them.

2 Students write their responses individually.

3 Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their sentences with a partner to check for vocabulary, grammar and spelling mistakes.

Suggested answers:

1 It was fantastic because all my friends were there.
2 It was terrible, although it was nice to be out of the city.
3 It was OK, although I did not understand the end.
4 It was terrible because the hotel was very old.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing: To write a sentences to respond to different situations (Workbook)

Listening:

- To listen to three people talking about their weekend
- To listen and match parts of sentences
- To listen to people describing different situations (Workbook)

Speaking:

- To ask and answer questions about what happened to Robinson Crusoe
- To ask and respond to questions about past events giving reasons

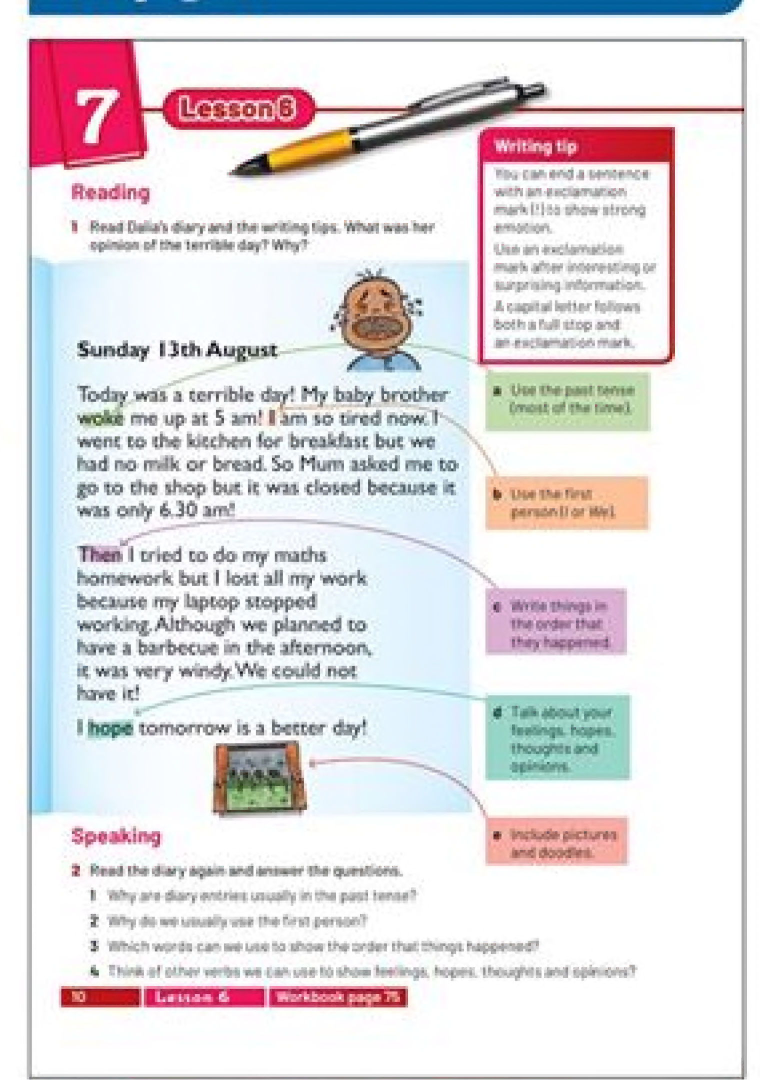
- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 6 SB page 10 WB page 75

Outcomes:

- To skim grade-appropriate text to get the general idea
- To identify key details in short familiar texts
- To understand the language features of a specific type of text
- To use end of sentence punctuation marks correctly

SB page 10



7 Lesson 6

Reading

1 Read Dalia's diary and the writing tips. What was her opinion of the terrible day? Why?

Writing tip

You can end a sentence with an exclamation mark (!) to show strong emotion.

Use an exclamation mark after interesting or surprising information.

A capital letter follows both a full stop and an exclamation mark.

Sunday 13th August

Today was a terrible day! My baby brother woke me up at 5 am! I am so tired now. I went to the kitchen for breakfast but we had no milk or bread. So Mum asked me to go to the shop but it was closed because it was only 6.30 am!

Then I tried to do my maths homework but I lost all my work because my laptop stopped working. Although we planned to have a barbecue in the afternoon, it was very windy. We could not have it!

I hope tomorrow is a better day!

a Use the past tense (most of the time).

b Use the first person (I or We).

c Write things in the order that they happened.

d Talk about your feelings, hopes, thoughts and opinions.

e Include pictures and doodles.

Speaking

2 Read the diary again and answer the questions.

1 Why are diary entries usually in the past tense?
2 Why do we usually use the first person?
3 Which words can we use to show the order that things happened?
4 Think of other verbs we can use to show feelings, hopes, thoughts and opinions?

10 Lesson 6 Workbook page 75

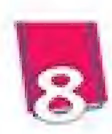
Reading

1 Read Dalia's diary and the writing tips. What was her opinion of the terrible day? Why?

1 This text provides an example of how to write a diary entry and, more specifically, how to describe past events and your feelings about them in a diary entry.

2 Ask students to read the diary entry all the way through first and to get the gist of what happened to Dalia on her terrible day. Then ask them to





4 Listen and check your answers to Exercise 3.

1 Play the recording and ask students to listen and check the questions and answers they wrote or said in Exercise 3.
2 Play the recording more than once if necessary.
3 You could extend this activity by asking students which fact(s) they found the most interesting or surprising.



Audioscript

1
How long is the Cairo–Alexandria desert road?
It's 220 kilometres long.
2
How deep is Lake Baikal in Russia?
It's 1,642 metres deep.
3
How high is Abraj Al-Bait Clock Tower in Saudi Arabia?
It's 601 metres high.
4
How old is the Luxor Temple?
It's just under 3,500 years old.
5
How many people live in Cairo?
More than 20 million people.

Answers:

1 How long is the Cairo–Alexandria desert road? It's 220 kilometres long.
2 How deep is Lake Baikal in Russia? It's 1,642 metres deep.
3 How high is Abraj Al-Bait Clock Tower in Saudi Arabia? It's 601 metres high.
4 How old is the Luxor Temple? It's just under 3,500 years old.
5 How many people live in Cairo? More than 20 million people.

Writing

5 Work in pairs.

1 Put students into pairs. Ask them to work together to find an example of a bridge, tower, tunnel or important building in Egypt (which isn't one of the examples they've already looked at it in this unit) and make a list in their notebooks.
2 If there are resources available, ask students to look up the answers to the questions about each thing online in class. Alternatively, they could do their research for homework.
3 Students then work together in class to write answers to the questions for each thing they have chosen.
4 Monitor students as they're writing their answers in class, offering corrections and feedback where necessary.
5 You could then give students some time to practise presenting the information about the things they've chosen in class. When they are ready, invite different pairs of students to come to the front of the class and present their bridge, tower, tunnel or important building in Egypt.
6 Hold a class vote on which structure is the biggest, oldest, or most beautiful.

Answers:

Students' own answers.

WB page 77


Unit 8
Lesson 1
The amazing world around us
Vocabulary
Fact file: The 6th October Bridge
Where is it? Cairo
When did building start?
When did it open?
How high or long is it? km long
Interesting fact: people cross the bridge daily
Fact file:
Where is it?
Why was it built?
When did building start?
When did it open?
How high or long is it?
Interesting fact:
Listening
Writing
Lesson 1 77

Vocabulary

1 Complete the sentences with words from the box.

1 Ask students to complete the exercise individually with the correct words.





WB page 76



7 Lesson 7

Review

1 Write the words.

alone coconut rock sailor sink traditional

1 Crusoe ate this on the island. It was very nice. coconut
2 When you put a stone in water, it will ______
3 People first played this type of music a long time ago. ______
4 This type of music is sometimes very loud. ______
5 Not with other people. ______
6 This person travels on ships or boats for a job. ______

2 Complete the sentences with these time expressions.

ago night this morning week year

It is now 1 pm on Tuesday 20th June, 2020.
1 10 am on Tuesday was this morning.
2 11 pm on Monday was last ______
3 Wednesday 14th June was last ______
4 Tuesday 20th April was two months ______
5 December 2019 was last ______

3 Choose the correct words.

1 How / Did was your last birthday?
2 What did you did / do last weekend?
3 Have / Do you got a new school bag?
4 Crusoe don't / can't sleep on a bed.
5 She went to school although / because she felt ill.
6 Were you / Can you see the island?

4 Complete the questions with the correct form of the words in brackets.

Mona: 1 Do you like ______ (like) classical music, Dina?
Dina: Yes, I do. It's my favourite.
Mona: When 2 ______ (last go) to a concert?
Dina: I last went to a concert last year. It was fantastic.
Mona: 3 ______ (get) a ticket for the concert on Saturday?
Dina: Yes, I have!
Mona: 4 ______ (can come) with you?
Dina: Yes, you can. 5 ______ (be) happy about that?
Mona: Yes, I am! It's fantastic.

76 Lesson 7

Review

1 Write the words.

1 Ask students to look at the words in the box. Point to each one in turn and elicit the pronunciation.
2 Students then complete the task individually before checking answers with a partner. Refer them to the *Glossary* if they need to check the meaning of any of the words.
3 Check answers as a class.

Answers:

1 coconut	2 sink	3 traditional
4 rock	5 alone	6 sailor

2 Complete the sentences with these time expressions.

1 Direct students to the instruction and the information about what day students have to imagine that it is now.
2 They then read the example sentence and complete the exercise in pairs.
3 Check answers by inviting volunteers to read out the completed sentences.

Answers:

1 this morning 2 night 3 week 4 ago 5 year

3 Choose the correct words.

1 Ask students to look at the example and elicit why *How* is the correct answer (You say *How was your last birthday?* It isn't grammatically correct to say *How did your last birthday?*)
2 Students complete the task individually. Remind them to think about which word or verb form fits in the sentence or question when they're choosing the correct words.
3 Ask students to compare their answers in pairs before checking answers in class.

Answers:

1 How 2 do 3 Have 4 can't 5 although 6 Can

4 Complete the questions with the correct form of the words in brackets.

1 Remind students of what they have learned about how to form questions and use the past simple. They can refer back to the *Questions* language box on page 7 of the Student's Book for help with this if necessary.
2 Tell students to read the conversation all the way through first to get the general gist of what it's about. Then ask them to read the conversation again and complete the questions.
3 Ask students to compare their completed questions in pairs and check any questions where they have different answers again.
4 Check answers as a class by asking two confident students to read the completed conversation out loud.

Answers:

1 Do you like	2 did you last go	3 Have you got
4 Can I come	5 Are you	


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WB page 81


Lesson 5

8

Reading

1 Complete the text with the superlative form of these adjectives.

beautiful big important large modern old

The British Museum

2 Read the text again and write what these numbers refer to.

1 1802 The year the Rosetta Stone arrived at the British Museum.
2 6,000,000
3 13,000,000
4 three
5 2000

Writing

3 Write these numbers and dates as words.

1 2018 Twenty eighteen
2 1,430
3 4,000,000
4 1998
5 14,567

4 Write a paragraph about the 21st century museum you planned in the Student's Book, page 19.

You can use these ideas:

1 Where it will be.
2 When it might open.
3 What people will see there.

Lesson 5 81

Reading

1 Complete the text with the superlative form of these adjectives.

1 Direct students to the photo and elicit or explain that this photo shows an Egyptian statue in the British Museum in London. Ask students if they've heard of the British Museum and to say what they already know about it.

2 Tell students to read the text all the way through first and then complete the task individually.

3 Refer students back to the *The superlative of adjectives Language* box on page 16 of the Student's Book for help, if necessary.

4 Allow students to compare their answers in pairs. Then check answers in class.

Answers:

1 oldest	2 largest/biggest	3 most important
4 most beautiful	5 largest/biggest	6 most modern

2 Read the text again and write what these numbers refer to.

1 Direct students to the numbers and ask them to find them in the text.

2 Students complete the task individually, writing their answers in complete sentences.

3 Allow students to compare their answers with a partner and then check answers around the class by inviting different students to say each number and then their sentence out loud.

Answers:

1 The year the Rosetta Stone arrived at the British Museum.
2 The number of visitors at the museum each year.
3 The number of objects in the museum.
4 The number of languages on the Rosetta Stone.
5 The year the Great Court opened.

Writing

3 Write these numbers and dates as words.

1 Put students into pairs to write the numbers and dates.

2 Check answers in class by asking confident students to write the numbers and dates as words on the board.

Answers:

1 Twenty eighteen
2 One thousand, four hundred and thirty
3 Four million
4 Nineteen ninety-eight
5 Fourteen thousand, five hundred and sixty-seven

4 Write a paragraph about the 21st century museum you planned in the Student's Book page 19.

1 Remind students about the plan they made in the Student's Book. Read through the main points as a class and check they are clear about the task.

2 Give students time to write their texts.

3 Monitor students' writing, offering help and feedback where necessary. Then ask them to exchange and check their texts with a partner to check for vocabulary, grammar and spelling.





2 Hany did all the things on his plan for last Saturday. Write the sentences in the past tense.

1 Tell students to read the example sentence so they can see how to change the words in the note on the left of the page into a sentence in the past simple on the right of the page.
2 With weaker students, you could then elicit the past simple forms of the remaining verbs in the notes on the left before they write.
3 Students check their answers in pairs. Confirm answers in class.

Answers:

1 He took the bus to the city.
2 He visited a sports centre.
3 He played tennis with Hatem.
4 He had lunch in a café.
5 He went shopping with his grandad.
6 He bought some new shoes.
7 He watched TV with his family.
8 He went to bed early!

Writing

3 Read about Ismail's family. Where should they go and what activities should they do for Ismail's birthday? Make a decision and give your reasons.

1 Tell students that in this exercise they're going to practise the life skill of decision-making and the use of *should, can* or *can't* to say what the right decision is.
2 Direct students to the information in the box. Ask them to read it carefully and think about what the best decision is.
3 Students then write their sentence in class or for homework. Tell them that they need to make their decision and give a reason for it. Remind students to use *because* to give their reason. Students can then swap their sentences for their partner to check.
4 Ask confident students to read their sentence in class.

Suggested answer:

They should go to the beach because Dad can swim, Mum can make a picnic, Ismail can be outside and play with a beach ball. Ismail's sister can build sand castles because she likes making things.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:	To read and understand diary entries
Writing:	To write sentences about what activities they should do for someone's birthday
Speaking:	To ask and answer questions about someone based on their diary entries

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 3 SB pages 6-7 WB page 72

Outcomes:

- To identify key details in a listening text
- To find specific information in a listening text
- To identify different stress positions in words
- To understand the purpose by distinguishing tone
- To transcribe simple questions from a listening text
- To read a range of high-frequency words and CVC words, and read short, simple sentences
- To express points of view and react to other people's points of view verbally
- To use simple question forms

Language: Asking and answering questions





2 Read the diary again and match the writing tips to the text.

1 Direct students to the diary entry and ask them to read it all the way through .
2 Ask students to read the writing tips and match them with specific words in the diary. Weaker students could refer back to the diary and writing tips on page 10 of the Student's Book if necessary.
3 Ask students to compare their answers in pairs and then check answers from around the class.

Answers:

a was / got / drove / enjoyed
b I got up at 5 am.
c First/Then.
d because we were all very tired/I think tomorrow.

Writing

3 Write a diary entry giving your opinion about a fantastic day.

1 Brainstorm ideas about what could happen on a fantastic day or why a day could be fantastic, e.g. *I read my favourite book/watched a very good film/enjoyed something with my friends or family,* etc.
2 Students choose some ideas to include in their diary entry or think of their own.
3 Draw their attention to the question prompts and explain that they should first make notes for each one. Also remind students to keep the writing tips in mind while they're planning their text.
4 Students then use their notes to write their diary entry. Remind them to use the adjectives they've learned for responding to past events, the past time expressions they've learned with the conjunctions *and*, *because* and *although*, and the correct use of capital letters, full stops and exclamation marks.
5 Students check each other's work and make suggestions for improvements in pairs.
6 Ask individual students to read out their diary entries.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills

Reading:	To read a diary entry and writing tips
Writing:	To write a diary entry about a fantastic day
Speaking:	To discuss the structure of a diary

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 7 SB page 11 WB page 76

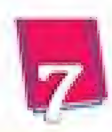
Outcomes:

- To review and practise the vocabulary and structures of the unit
- To ask and answer questions about your weekend

Before using the book:

- Write *How was your weekend?* on the board and ask students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell students that they are now going to complete the review section for this unit to see what they can remember.





2 Ask them to refer to the *Glossary* to check the meaning of *terrible* if they can't remember it.
3 Ask students to answer the questions without looking at the text on page 8 of the Student's Book if possible. But weaker students may need to refer back to it.
4 Monitor students' conversations. Make a note of good answers and ask these students to share them in class.

Suggested answers:

1 He was a brave person, because he lived on the island alone. He was probably patient, too.
2 There were no people on the island. There was a jungle and some rocks but not much for Crusoe to eat, and it was cold at night.
3 Students' own answers.
4 The storm was terrible. The dead fish was terrible. The coconut was great.
5 Students' own answers.

Research

Students can find out what happens to Robinson Crusoe for homework.

Listening

2 Listen to three people talk about their weekend. Match the person to the photos.

1 Direct students to the instruction and the photos. Ask them to identify what they can see in each photo.
2 Play the recording and ask students to complete the exercise.
3 Ask students to compare answers in pairs and then check answers around the class.



Audioscript

1
Woman: *Hi Lina. How was your weekend?*
Lina: *Oh, it was terrible.*
Woman: *Oh dear, what happened?*
Lina: *I watched a football match at the stadium. It was terrible because my team lost 5 – 2. Then I took a selfie but I dropped my mobile phone and it broke.*
Woman: *Oh dear!*
2
Man: *Hi Hisham. How was your weekend?*
Hisham: *It was great because I went to the bowling alley with my cousins. Then we went to a pizza restaurant. I had a pizza with olives and pepper. The pizza was really good, although it was expensive.*
3
Woman 2: *Hi Judy. How was your weekend?*
Judy: *It was OK on Saturday, although I had lots of homework. But I went to the theatre in the evening.*

Answers:

1c 2b 3a

3 Listen again and match to make sentences.

1 Read the *Remember!* box with the class and check they are clear about the difference between *because* and *although*.
2 Play the recording. Pause after each sentence and check students can match the sentence halves. With a strong class, you could see if they can do this before they listen.
3 Check their answers as a class. Ask students to read the completed sentences.

Audioscript

See script above.

Answers:

1b 2d 3a 4c

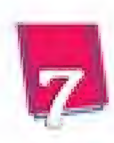
4 Ask the questions in pairs. Answer using the expressions in the box below and give a reason using although or because.

1 Get a student to ask you the questions and demonstrate suitable answers using the expressions in the box and a reason using *although* or *because*.
2 Students then do the same in pairs. Go round and monitor as they are working. Make a note of any errors and go over these at the end.
3 Ask a few pairs to demonstrate their dialogues to the class.

Answers:

Students' own answers.





3 Allow students to compare their answers in pairs before checking around the class.

4 As a follow-up, ask students if they can write similar sentences about one or two other places they can go to at the weekend.

Answers:

1 funfair 2 aquarium 3 football stadium
4 planetarium 5 bowling alley

Language

2 Correct the underlined words in these sentences.

1 Draw students' attention to the underlined time expressions at the end of the sentences. Quickly review past time expressions with the class by asking, for example: *What day was it yesterday? What month was it three months ago? We don't say 'yesterday night', we say ... (last night).*

2 Ask students to read the sentences and correct the time expressions in them individually.

3 Read the sentence and elicit answers around the class. Go through the *Language* box on page 3 of the Student's Book again if necessary.

Answers:

1 yesterday
2 last week
3 December
4 this morning

3 Answer the questions.

1 Students read the questions and then write their own answers in their workbooks. Direct students to the example answer and tell them to write their answers in complete sentences.

2 Students complete the rest of the exercise. Then invite different students to read out their sentences. Refer students back to the *Language* box on page 3 of the Student's Book if necessary.

Answers:

1 It was yesterday.
2–4 Students' own answers.

Writing

4 Look again at the places in Exercise 1. Which places do you like or dislike going to? When did you last go to them? Write sentences in your notebook.

1 Ask students to look at the example and elicit what they have to do. Remind them to look at the list of places in the box in Exercise 1. They can discuss which they like or dislike going to, then decide when they last went to each place. It's OK if they can't remember exactly when it was.

2 Students write the sentences. Remind them to use the correct past time expressions. Monitor as they are working and help if necessary.

3 Check answers by asking different students to read out their sentences. Ask the rest of the class to check the usage of past time expressions.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To read text messages about weekend activities

Writing: To write about places you like or dislike going to

Listening: To listen to someone talking about what she did on her birthday

Speaking: To talk about when things happened in your life

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 2 SB pages 4-5 WB page 71

Outcomes:

- To read and respond to short familiar texts
- To read a range of high-frequency words and CVC words
- To skim grade-appropriate text to get the general idea


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read it again more slowly to identify the reason why the day was terrible. Finally, ask them to read the text again and focus on the writing tips, which explain the reasons why different examples of language and punctuation have been used in the text.

3 Students compare their answers in pairs. Encourage them to use the information from the text to support their decision about why it was a terrible day.
4 Check answers around the class and elicit as many specific reasons as possible for why the day was terrible.

Answers:

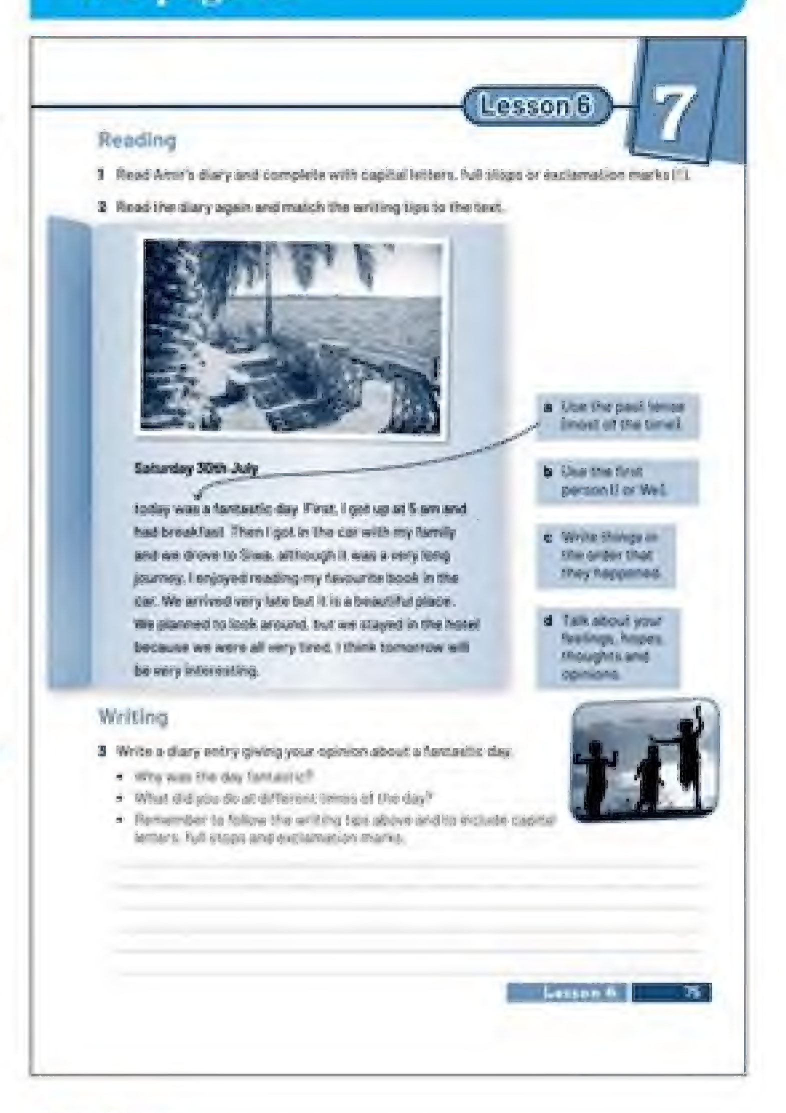
She thought it was a terrible day because her baby brother woke her up early, there was no milk or bread for breakfast, the shop was closed, her laptop stopped working and they could not have a barbecue.

2 Read the diary again and answer the questions.

1 Tell students they're going to read the diary again and this time they're going to focus on specific examples of language that are used in it.
2 Direct students to the questions.
3 Students compare their answers in pairs. Encourage them to use the information from the text to support their decision about why it was a terrible day.
4 Check answers around the class.

Answers:

1 Because you write a diary about things that happened in the past.
2 Because you write about things that happened to you.
3 Then
4 Suggested answers: feel, think, believe


WB page 75

Lesson 6 7

Reading

1 Read Amir's diary and complete with capital letters, full stops or exclamation marks (!).

2 Read the diary again and match the writing tips to the text.

Saturday 30th July

today was a fantastic day First, I got up at 5 am and had breakfast Then I got in the car with my family and we drove to Siwa. although it was a very long journey, I enjoyed reading my favourite book in the car. We arrived very late but it is a beautiful place. We planned to look around, but we stayed in the hotel because we were all very tired. I think tomorrow will be very interesting.

a Use the past tense (most of the time).
b Use the first person (I or We).
c Write things in the order that they happened.
d Talk about your feelings, hopes, thoughts and opinions.

Writing

3 Write a diary entry giving your opinion about a fantastic day.
- Why was the day fantastic?
- What did you do at different times of the day?
- Remember to follow the writing tips above and to include capital letters, full stops and exclamation marks.

Lesson 6 75

Reading

1 Read Amir's diary and complete with capital letters, full stops or exclamation marks (!).

1 Remind students of the *Writing tip* box they read in the Student's Book.
2 Ask students to read the diary and to add in the missing punctuation. They can do this in pairs. Go round and monitor their work and offer help if needed.
3 Check their answers as a class. Students read the sentences and say where the punctuation should be added.

Answers:

Today was a fantastic day! First, I got up at 5 am and had breakfast. Then I got in the car with my family and we drove to Siwa. Although it was a very long journey, I enjoyed reading my favourite book in the car. We arrived very late but it is a beautiful place. We planned to look around, but we stayed in the hotel because we were all very tired. I think tomorrow will be very interesting!


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2 If they are not sure, they can refer to the vocabulary presentation on page 12 of the Student's Book.
3 Allow students to compare their answers in pairs before checking around the class.
4 As a follow-up, ask students if they can write similar sentences about a bridge, city, tower or tunnel that they've found out information about in the exercises on pages 12 or 13 of the Student's Book.

Answers:

1 Bridge	2 Tower
3 city	4 Tunnel

Listening

2 Listen and write the large numbers.

1 Draw students' attention to the instruction and the example answer. Ask a confident student to read this number out loud to remind students of how to say large numbers. Go through the *Remember* box on page 13 of the Student's Book again if necessary.
2 Play the recording and ask students to write the large numbers.
3 Allow students to compare answers in pairs and then play the recording again so they can check their answers.
4 Elicit answers around the class and write them up on the board.



Audioscript

1 *forty-eight million*
2 *two hundred and eighty-seven thousand*
3 *two hundred and fifty two*
4 *six million, four hundred and twelve thousand*

Answers:

1 48,000,000
2 287,000
3 252
4 6,412,000

Writing

3 Complete the fact file with these dates and numbers.

1 Direct students to the numbers in the box and ask them to read the information in the fact file carefully.
2 Put students into pairs to choose the correct date or number for each gap.
3 Check answers around the class by inviting different students to say the numbers or dates out loud.
4 You could then elicit or explain that some of the questions are in the past simple tense, e.g. *When was it built? When did building start?* because they're about things that happened in the past, but the other questions are in the present simple tense because they're about things that are still true now, e.g. *Where is it? How high or long is it?*

Answers:

When did building start? 1969
When did it open? 1996
How high or long is it? 20.5
Interesting fact: 500,000

4 Now use the information you researched in the Student's Book to complete this fact file.

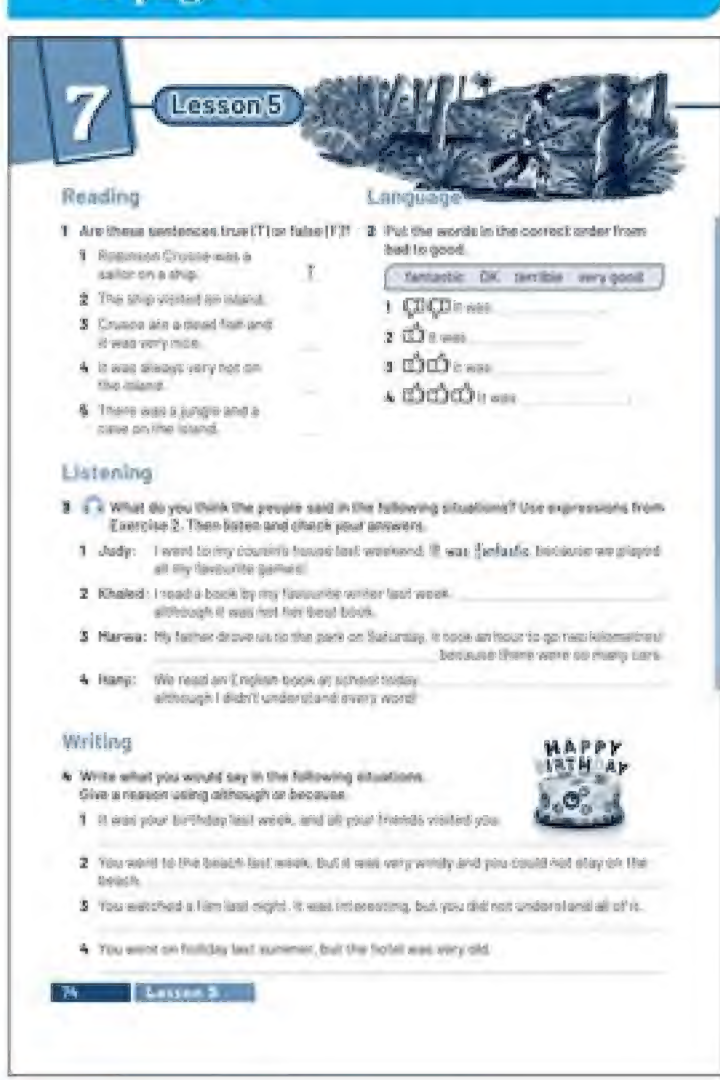
1 Ask students to read the instruction and elicit what they have to do. Refer students back to the notes they made about an example of a bridge, tower, tunnel or important building in Egypt in Exercise 5 on Page 13 of the Student's Book. Tell them to choose one of these examples to write about now.
2 Tell students to complete this fact file about their chosen structure. Advise them to use the fact file from Exercise 3 to help them do this.
3 Monitor students as they're writing, offering help and feedback where necessary.
4 When they have finished completing their fact files, students could read them aloud to a partner, or in small groups, and give each other feedback on their use of language for large numbers and vocabulary for measurements.

Answers:

Students' own answers.


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WB page 74



7 Lesson 5

Reading

1 Are these sentences true (T) or false (F)?

1 Robinson Crusoe was a sailor on a ship. T
2 The ship visited an island. ___
3 Crusoe ate a dead fish and it was very nice. ___
4 It was always very hot on the island. ___
5 There was a jungle and a cave on the island. ___

Language

2 Put the words in the correct order from bad to good.

fantastic OK terrible very good

1 It was ___
2 It was ___
3 It was ___
4 It was ___

Listening

3 What do you think the people said in the following situations? Use expressions from Exercise 2. Then listen and check your answers.

1 Judy: I went to my cousin's house last weekend. It was *fantastic*, because we played all my favourite games!
2 Khaled: I read a book by my favourite writer last week. ___ although it was not her best book.
3 Marwa: My father drove us to the park on Saturday. It took an hour to go two kilometres! ___ because there were so many cars.
4 Hany: We read an English book at school today. ___ although I didn't understand every word!

Writing

4 Write what you would say in the following situations. Give a reason using although or because.

1 It was your birthday last week, and all your friends visited you.
2 You went to the beach last week, but it was very windy and you could not stay on the beach.
3 You watched a film last night. It was interesting, but you did not understand all of it.
4 You went on holiday last summer, but the hotel was very old.

74 Lesson 5

Reading

1 Are these sentences true (T) or false (F)?

1 Read the statements 1–5 with the class, asking a different student to read each one.

2 Ask students to decide individually if each statement is true or false based on what they can remember about the story of Robinson Crusoe. Tell students to be prepared to correct the full sentences.

3 When students have finished, they can compare their answers with a partner. If they have different answers, they should look at the text on page 8 of the Student's Book together to see if they can find the correct answers.

4 Check answers around the class.

Answers:

1 T
2 F, It sank near an island.
3 F, It was not nice.
4 F, It was cold in the night.
5 T

Language

2 Put the words in the correct order from bad to good.

1 Ask students to read the words and put the words in the correct order.

2 Refer students back to page 9 of the Student's Book to help them do this if necessary.

3 Allow students to compare their answers with a partner and then check answers around the class.

Answers:

1 terrible 2 OK
3 very good 4 fantastic

Listening

3 What do you think the people said in the following situations? Use expressions from Exercise 2. Then listen and check your answers.

1 Direct students to the sentences and read the example.

2 Ask students to think about an appropriate response for each gap. Students write their ideas individually.

3 Play the recording for them to check their answers. You can play it again if they need time to make corrections.

4 Allow students to compare answers in pairs. Then check answers in class by asking different students to read the complete text for each situation out loud.

Audioscript

1
Judy: *I went to my cousin's house last weekend. It was fantastic because we played all my favourite games!*

2
Khaled: *I read a book by my favourite writer last week. It was OK, although it was not her best book.*

3
Marwa: *My father drove us to the park on Saturday. It took an hour to go two kilometres! It was terrible because there were so many cars.*

4
Hany: *We read an English book at school today. It was very good, although I didn't understand every word!*



option most accurately reflects their experience. Then ask them to share their answer in pairs or groups of three. More confident students can also give simple reasons for their choice. Go around and monitor pairs/groups and offer prompts or encouragement if needed.

3 Tell students to read the instruction and then read the information, while keeping the decision they will need to make in mind. Encourage students to take a minute or two to carefully consider their decision and then spend two to three minutes sharing and discussing it with a partner or the rest of their group. Refer students to the speech bubbles and draw their attention to the use of *should* + infinitive to say that it's a good idea to do something and the use of *can't* + infinitive to say something isn't possible or that someone is not able to do something. Go around and monitor, encouraging students to negotiate as much as possible and use *should* or *can't*, where appropriate. Provide support and prompts where necessary. Note any good examples of decision-making to elicit during class feedback.

Answers:

Students' own answers.

WB page 71


Lesson 2 7

Language

1 Complete Nahla's diary with the correct past tense form of the verbs in brackets.

I [1] had ___ (have) a fantastic weekend! It [2] ___ (be) my friend Dalia's birthday and her family [3] ___ (take) us to some exciting places. In the morning, we [4] ___ (go) to the funfair. I [5] ___ (not go) on the big wheel but I [6] ___ (enjoy) my time there. In the afternoon, we [7] ___ (visit) a museum. We [8] ___ (see) some very old statues. I [9] ___ (remember) all the things that our teacher [10] ___ (teach) us in history! In the evening, I [11] ___ (eat) at Dalia's house and I [12] ___ (come) home very late!

2 Harry did all the things on his plan for last Saturday. Write the sentences in the past tense.

Harry's plan for Saturday
1 take bus to city
2 visit sports centre
3 play tennis with Hassan
4 have lunch in café
5 go shopping with Grandad
6 buy some new shoes
7 watch TV with family
8 go to bed early!

He took the bus to the city.

Writing

3 Read about Ismail's family. Where should they go and what activities should they do for Ismail's birthday? Make a decision and give your reasons.

Dad likes sports. He is very good at swimming.
Mum loves cooking. Her salads are delicious!
Ismail likes being outside and he doesn't like the city.
Ismail's sister is five. She likes making things.

Lesson 2 71

Language

1 Complete Nahla's diary with the correct past tense form of the verbs in brackets.

1 Draw students' attention to the verbs in brackets in the text. Elicit whether they are regular or irregular. If necessary, ask confident students to give examples of regular and irregular verbs.
2 Allow students time to complete the exercise individually. Monitor as they are working.
3 Students check their answers with a partner.
4 Confirm answers by asking different students to each read a sentence from the diary.

Answers:

1 had	2 was	3 took	4 went
5 didn't go	6 enjoyed	7 visited	8 saw
9 remembered	10 taught	11 ate	12 came





Audioscript

Dina: *It was my birthday last Saturday so I went to the museum with my mum and sister, and we saw some old statues. We learned a lot. In the evening I wanted to go to the funfair but my brother wanted to go to his favourite restaurant. I love my brother so we went to the restaurant. We went there four months ago for his birthday too! And two days ago, on Sunday we went to the planetarium but it was closed. So we took a bus to the aquarium on the other side of town. It was fantastic. I saw a shark!*

Answer:

Diary 2

3 Listen to Dina again and answer the questions.

1 Ask students to read the questions and predict the answers.

2 Play the recording again for them to check their answers.

3 Check answers as a class. Then go through the two complete past simple sentences one by one, modelling pronunciation and asking students to repeat them after you.

4 Elicit or explain that *four months ago* means *four months before now*.



Audioscript

See script above.

Answers:

1 It was last Saturday.
2 They went Saturday night and four months ago.
3 It is Tuesday.

4 Complete these sentences about things that happened in your life.

1 Draw attention to the *Past time expressions* language box. Elicit or explain that we use the word *last* before a word for a time, e.g. night, day, month, Monday, etc. and the word *ago* after a period of time, e.g. an hour, three days, six months, etc.

2 Ask students to write the list of things that happen in their lives. Refer them to the *Glossary* to check the meaning of *haircut* if they don't already know it.

3 Put students into pairs and ask them to make notes on when they did the activities on the list. Remind them to use the expressions in the *Past time expressions* language box to help them.

4 Students use their notes to tell their partner when the things on the list happened in their lives.

5 More confident students could also say when other things happened in their lives, using the vocabulary for places to visit from Student's Book Page 2 or other language, e.g. *I went to a museum ...; I went to a funfair ...*, etc.

Answers:

Students' own answers.

WB page 70



Unit 7 Lesson 1

How was your weekend?

Vocabulary

1 Where did these people go? Complete the sentences with words from the box.

aquarium bowling alley football stadium funfair planetarium

1 Let's go on the big wheel at the funfair this weekend!
2 I loved the fish, but I didn't see any whales at the
3 It was great at the . My team won 2-0!
4 We learnt a lot about the Earth and the moon at the
5 The balls are very heavy at the

Language

2 Correct the underlined words in these sentences.

1 It's Wednesday today, so it was Tuesday this morning. yesterday
2 Hassan moved to Cairo a week ago. That was next week.
3 It's January now. It was February last month.
4 I was at school at 8 am today. What time did you arrive last morning?
5 It's ten past ten. The ten o'clock bus left ten minutes past.

3 Answer the questions.

1 It is now Monday morning. When was Sunday? It was yesterday
2 What year was it four years ago?
3 Ahmed is twelve. Which year was he born in?
4 When was your last English lesson?

Writing

4 Look again at the places in Exercise 1. Which places do you like or dislike going to? When did you last go to them? Write sentences in your notebook.

I really like going to the planetarium. I last went there two years ago.

70 Lesson 1

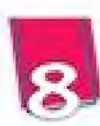
Vocabulary

1 Where did these people go? Complete the sentences with words from the box.

1 Ask students to complete the exercise individually with the correct words.

2 If they are not sure, they can refer to the vocabulary presentation on page 2 of the Student's Book.





Answers:

1 think 2 best 3 opinion 4 agree 5 better

2 Read the answers. Write the correct questions from Exercise 1.

1 Direct students to the instruction and the example question and elicit the task. Ask them to study the answers carefully and guess the questions which they answer.

2 Ask students to complete the exercise individually, then check answers with a partner. If they have different questions, they should work together to find the correct questions. They can refer back to the conversation in Exercise 1 on page 18 of the Student's Book again to help them if necessary.

3 Check answers with the class. Draw students' attention to the use of the word *because* to give a reason for an opinion in items 2 and 4 and tell them that giving a reason for your opinion makes it easier for other people to understand it.

Answers:

1 What's your opinion of doing a sport every week?
2 Which sport do you think is better, football or tennis?
3 What's the best place to play tennis near here?
4 Do you agree that Thursday evening is the most expensive time to go to a sports club?
5 What do you think about going to the sports club tonight?

Writing

3 Write what you think about the following. Use these expressions.

1 Tell students to read the questions and decide what their opinion on each one is.

2 Students then write their answers individually. Ask them to use a different expression from the box in each sentence and to use the comparative and superlative of adjectives.

3 Monitor students' writing, offering help and feedback where appropriate.

4 Ask them to work in pairs and read their sentences out loud to each other.

5 You could extend this activity by asking students to listen to each other's sentences and say whether they agree or disagree with their partner's opinions.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing:	To ask for opinions, give opinions, agree and disagree (Workbook)
Listening:	To listen to conversations where people are asking for opinions, giving opinions, agreeing and disagreeing
Speaking:	To ask for opinions, give opinions, agree and disagree

- Give students time to talk to each other, discussing these skills, and ask questions if they want.


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WB page 73

Lesson 4 7

Vocabulary

1 Match the words from Robinson Crusoe with their meanings.

1	d alone	a	large brown nuts
2	coconuts	b	go down into water
3	sailor	c	very bad
4	sink	d	not with other people
5	terrible	e	someone who works on a boat or ship

2 Now complete the sentences with the words from Exercise 1.

1 I like coconuts ______, but it is difficult to open them!
2 My grandfather was a ______ and visited countries all over the world.
3 Do you like working with other people, or do you prefer to work ______?
4 I didn't like this story. I thought the writing was ______.
5 Do you think this glass bottle will ______ in the water?

3 Does the noun sink mean the same as the verb? Use a dictionary to find out.

Reading

4 Put the events from another day in Crusoe's diary in the correct order.

a Usually the sand on the beach has nothing on it.
b I looked and saw that the shapes were from someone's feet. I am not alone!
c Today was different. I saw some shapes in the sand.
d 1 I got up early and walked along the beach again this morning.

Writing

5 Who do you think is on the island? Write five questions Crusoe can ask the person when they meet.

1 What's your name?
2
3
4
5

Lesson 4 73

Vocabulary

1 Match the words from *Robinson Crusoe* with their meanings.

1 Students check their understanding of the new words they read in the text about Robinson Crusoe on page 8 of the Student's Book.
2 Students complete the task individually. Ask them to refer to the *Glossary* if they need to check the meaning of any of the words.
3 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1 d 2 a 3 e 4 b 5 c

2 Now complete the sentences with the words from Exercise 1.

1 Tell students that they're now going to practise using the new words from the text about *Robinson Crusoe* in context. Encourage students to use the other words in the sentence to deduce which word to write in each gap.
2 Ask students to complete the exercise individually, then check answers with a partner. If they have different answers, they should work together to find the correct answer.
3 Check the answers with the class. Elicit or explain that *sank*, which students read in the text about *Robinson Crusoe*, is the past simple form of the verb *sink*.

Answers:

1 coconuts 2 sailor 3 alone
4 terrible 5 sink

3 Does the noun *sink* mean the same as the verb? Use a dictionary to find out.

1 Point out that some words in English can look the same but have a different meaning. Ask students to tell you what the verb *sink* means (go down into water).
2 Now ask them to use a dictionary to find out the meaning of the noun. Ask them to give you a sentence with the word in context.
3 Alternatively, if they do not have access to dictionaries, you could give them this sentence and see if they can work out the meaning from context: *We put the dirty plates in the sink and washed them in hot water.*

Answers:

No, it does not. The noun *sink* is a place where you wash plates and cups in a kitchen. The verb *sink* means to go down in water.

Reading

4 Put the events from another day in Crusoe's diary in the correct order.

1 Tell students they're now going to check how much they can remember about the gist of *Robinson Crusoe*'s diary.
2 Ask students to read the sentences with a partner and number them in the correct order.
3 Check answers around the class.

Answers:

a 2 b 4 c 3 d 1





Video script

Do you know about the seven wonders of the ancient world?

People thought that they were the most fantastic buildings in the world. Many of them were in or near Egypt.

For many centuries, this Lighthouse of Alexandria was the tallest building ever made.

The sea was dangerous for boats because there were a lot of rocks near Alexandria. The lighthouse warned boats about the rocks. This was a very important invention.

We use similar technology today. We still use lighthouses to warn boats about rocks. Boats are safer now thanks to the work of the ancient Egyptians.

The Hanging Gardens of Babylon were probably in modern day Iraq. These were beautiful gardens around a huge palace.

The Statue of Zeus was in ancient Greece. This was believed to be the biggest statue in the world. Another wonder of the world was the Colossus of Rhodes. This was another big statue in ancient Greece.

The Ancient Greeks also built the Temple of Artemis… and the Tomb of Mausolus.

Time and earthquakes destroyed most of these wonders of the world.

After an earthquake in Alexandria, they built Fort Qaitbay at the same place as the Lighthouse of Alexandria and used many stones from the same building.

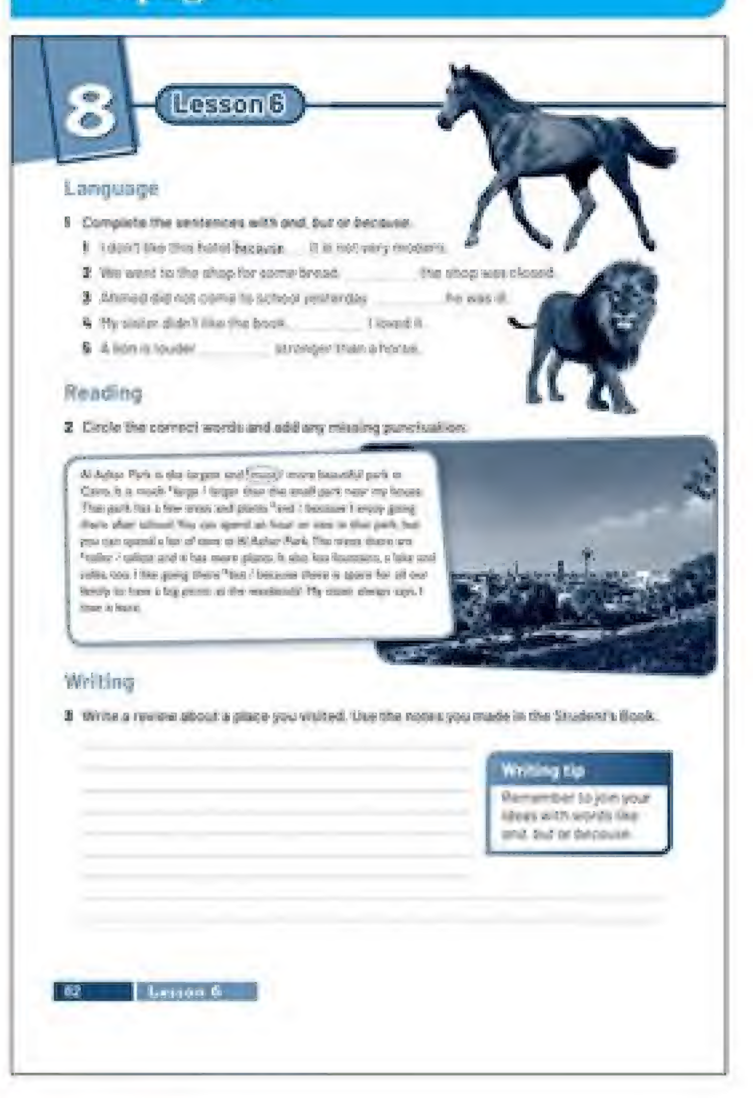
Today, only the Great Pyramid of Giza remains. Experts believe that this was the first ancient wonder because it is older than the others.

Every year, millions of people come to see the pyramids of Egypt. They are some of the most visited tourist attractions anywhere.

For many people, the Great Pyramid of Giza is also a wonder of the modern world.

Which building do you like the best? Why?

WB page 82


8 Lesson 6

Language

1 Complete the sentences with *and*, *but* or *because*.

1 I don't like this hotel because it is not very modern.
2 We went to the shop for some bread ______ the shop was closed.
3 Ahmed did not come to school yesterday ______ he was ill.
4 My sister didn't like the book ______ I loved it.
5 A lion is louder ______ stronger than a horse.

Reading

2 Circle the correct words and add any missing punctuation.

Writing

3 Write a review about a place you visited. Use the notes you made in the Student's Book.

Writing tip

Remember to join your ideas with words like and, but or because.

82 Lesson 6

Language

1 Complete the sentences with *and*, *but* or *because*.

1. Review the uses of *and*, *but* or *because*. Ask students which word they use to add more information to elicit *and*, which word they use to give a reason (*because*) and which word they use to show contradiction/contrast between two different ideas or opinions *but*.
2. Direct students to the example sentences and then ask them to complete the rest of the sentences with the correct words individually. If students are struggling, encourage them to focus on what words or type of information come directly after the blank.
3. Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1 because	2 but	3 because
4 but	5 and	



Reading

1 Read about Robinson Crusoe. What did Crusoe want to find?

1 Tell students to read about the book *Robinson Crusoe* in order to find information about what Crusoe wanted to find.

2 The words in bold in the summary are likely to be unfamiliar to students. If students are unable to deduce the correct meaning of these words, refer them to the *Glossary* to check their meanings. Once students have completed the exercise, you could check that they can pronounce these words (*sailor, terrible, sank, nearby, alone, coconut, jungle, cave*) by modelling and drilling them in class.

3 Allow students to compare their answer in pairs before checking answers in class

Answers:

He wanted to find a warm place to sleep/a cave.

2 Read the story again and answer the questions.

1 Students are now going to read the text again in order to find specific pieces of information in it.

2 Ask them to read the questions and predict the answers. Check the meaning of prefer (like something the most/like one thing more than another thing) with students.

3 Students make notes on their answers individually and then check their answers with a partner.

4 Check answers around the class. Ask one student to read a question aloud and another student to give the answer to it.

Answers:

1 It's an adventure story.

2 He arrived on 14th December.

3 He ate a dead fish and a coconut. He preferred the coconut.

4 Because it rained last night and he got cold and wet.

Speaking

3 Work in pairs. Discuss.

1 Put students into pairs to ask and answer the questions.

2 Briefly review the use of *can* and *can't* for possibility with students by asking them questions such as:

- *Can you go to eat and sleep in your home? Yes, I can.*
- *Can you walk on the beach in your home? No, I can't.*

3 The speech bubble icon denotes a critical thinking exercise, encouraging students to analyse the information available to them and use it to draw their own conclusions about a given situation.

4 Give students two to three minutes to talk. Note any good conversation to elicit at the feedback stage.

5 When students' time is up, elicit some good examples from different pairs in class.

Answers:

Students' own answers.

Writing

4 What do you think happened to Crusoe next? Complete the diary entry.

1 Tell students they are now going to use what they've already learned about Robinson Crusoe and their own imaginations to imagine what will happen to Crusoe next. Ask them to use the same format as the diary entries they read in Exercises 1 and 2 and write a text of about the same length.

2 Students write their diary entries individually. Give them three to four minutes to think about what could happen next and complete their diary entries. When they have finished, ask students to exchange notebooks with a partner to check their grammar, vocabulary and spelling.

3 Invite different students to read their diary entries out loud to the class.

Answers:

Students' own answers.





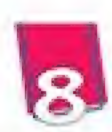
4 Write an email to a friend about your best holiday in your notebook.

1. Remind students of what they have learned about how to write a review that gives an opinion (use the first person; use expressions like *In my opinion* to show your opinion; use words like *and*, *but* and *because* to link your ideas; use comparatives and superlatives forms to make a comparison.)
2. Ask students to make some notes for their email and then write it individually.
3. Monitor students' writing, offering help and feedback where necessary. Then ask them to exchange and check their texts with a partner to check for vocabulary, grammar and spelling.
4. Students then rewrite their emails in response to their partner's feedback. Take students' work in for checking.

Answers:

Students' own answers.





4 Students then rewrite their sentences in response to their partner's feedback. Take students' work in for checking.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:

- To read and understand a text about The Grand Egyptian Museum
- To read and complete a text about The British Museum (Workbook)

Writing: To plan and write a paragraph about a museum about the twenty-first century (Workbook)

Speaking: To discuss the importance of museums and how to protect and display historical objects

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 6 SB page 20 WB page 82

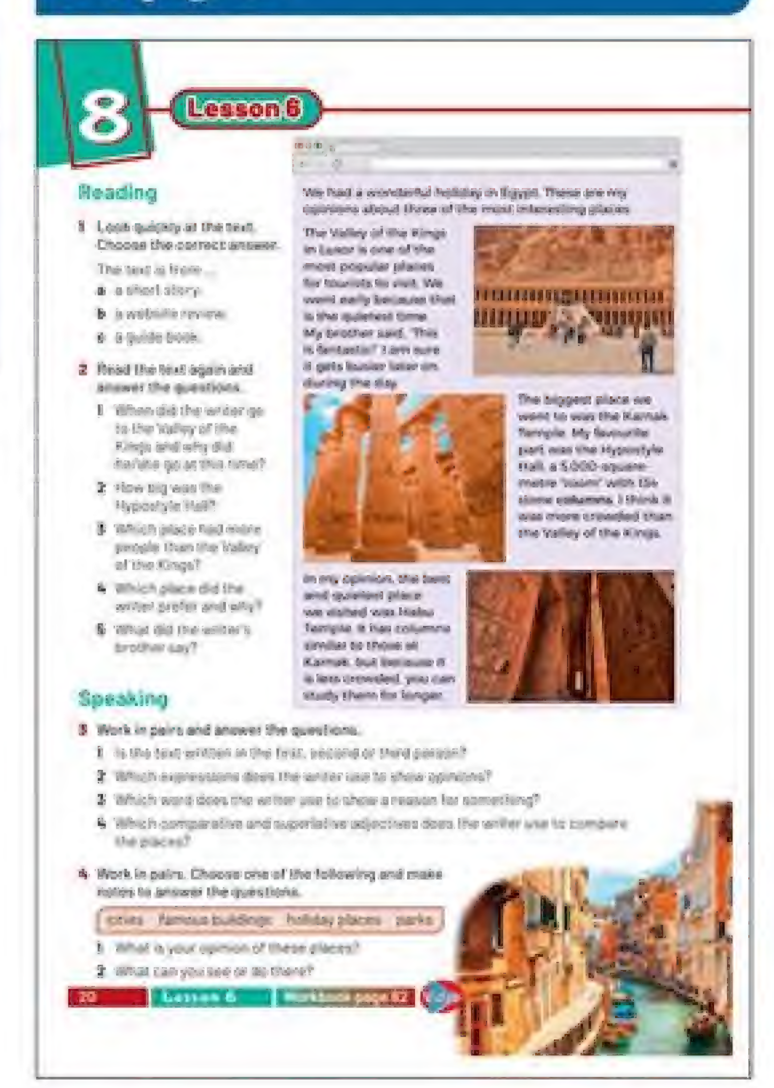
Outcomes:

- To read a range of high-frequency words and CVC words
- To skim grade appropriate text to get the general idea; recount the key details and explain how they support the main idea
- To read short texts to find specific information
- To write an opinion piece

Video: The seven wonders of the ancient world

Vocabulary: column

SB page 20


8 Lesson 6

Reading

1 Look quickly at the text. Choose the correct answer.

The text is from ...

a a short story.

b a website review.

c a guide book.

2 Read the text again and answer the questions.

1 When did the writer go to the Valley of the Kings and why did he/she go at this time?

2 How big was the Hypostyle Hall?

3 Which place had more people than the Valley of the Kings?

4 Which place did the writer prefer and why?

5 What did the writer's brother say?

We had a wonderful holiday in Egypt. These are my opinions about three of the most interesting places.

The Valley of the Kings in Luxor is one of the most popular places for tourists to visit. We went early because that is the quietest time. My brother said, 'This is fantastic!' I am sure it gets busier later on during the day.

The biggest place we went to was the Karnak Temple. My favourite part was the Hypostyle Hall, a 5,000-square-metre 'room' with 134 stone columns. I think it was more crowded than the Valley of the Kings.

In my opinion, the best and quietest place we visited was Habu Temple. It has columns similar to those at Karnak, but because it is less crowded, you can study them for longer.

Speaking

3 Work in pairs and answer the questions.

1 Is the text written in the first, second or third person?

2 Which expressions does the writer use to show opinions?

3 Which word does the writer use to show a reason for something?

4 Which comparative and superlative adjectives does the writer use to compare the places?

4 Work in pairs. Choose one of the following and make notes to answer the questions.

cities famous buildings holiday places parks

1 What is your opinion of these places?

2 What can you see or do there?

20 Lesson 6 Workbook page 82

Reading

1 Look quickly at the text. Choose the correct answer.

1 Ask students to look at the text, without reading it all the way through, and identify what type of text it is or where you would find a text like this.



SB page 11


Lesson 7

7

Review

1 Look and say the type of music. Which do you like?

A B C D

2 Ask and answer the questions about these places in pairs.

aquarium beach bowling alley football stadium funfair museum planetarium restaurant shopping centre sports centre

1 When did you last go to each place?
2 What did you see or do there?

I last went to the aquarium a year ago. I saw a lot of fish!

3 Reorder the words to make questions. Then ask and answer the questions in pairs.

1 your / How / weekend? / was How was your weekend?
2 you / listen / Did / to / music / yesterday? ?
3 whiteboard / is / a / classroom? / there / your / in ?
4 play / musical instrument? / a / you / Can ?
5 breakfast / What / have / for / did / you / morning? / this ?

How was your weekend?

It was great because we went to the park!

Workbook page 76 Lesson 7

Review

1 Look and say the type of music. Which do you like?

1 In this exercise, students review vocabulary for types of music and how to give their opinion about them.

2 Direct students to the instruction and the photos. Ask them to quickly identify each type of music.

3 Put students into pairs to ask and answer the question. Encourage students to use *but* to contrast the type(s) of music they like with the type(s) they don't like. More confident students can also use *because* to give a reason why they like or don't like a type of music.

Answers:

A classical B traditional
C jazz D opera
Students' own answers.

2 Ask and answer the questions about these places in pairs.

1 Direct students to the places in the box and check students remember the meanings.

2 Read the questions and example answer and check students understand what they have to do.

3 Students work in pairs to ask and answer the questions. Go round and monitor as they are doing this. Check they are using past time expressions correctly.

4 Ask a few pairs to demonstrate their dialogues to the class.

Answers:

Students' own answers.

3 Reorder the words to make questions. Then ask and answer the questions in pairs.

1 In this exercise, students review questions forms – both past simple and present simple questions. If necessary, refer students back to the *Questions* language box on page 7 of the Student's Book.

2 Students complete the exercise individually.

3 Check answers in class. Invite different students to read a question out loud.

4 Put students into pairs to ask and answer the questions. Direct them to the question and answer in the speech bubbles and remind them to use the expressions they've learned for responding to past events, where necessary.

5 Monitor students' conversations and make a note of any good examples to use during the feedback stage.

Answers:

1 How was your weekend?
2 Did you listen to music yesterday?
3 Is there a whiteboard in your classroom?
4 Can you play a musical instrument?
5 What did you have for breakfast this morning?
Students' own answers.



- To ask and answer questions about main ideas in familiar texts
- To identify key details in short familiar texts
- To form and use the simple verb tenses (present simple and past simple)

Vocabulary: canteen, nervous

Language: Past simple time expressions

Life skills: Making decisions; negotiation; self-management

Issues: Civilizational communication

SB page 4



Reading

1 Read Adam's diary. What do you think the word nervous means and why does Adam feel this?

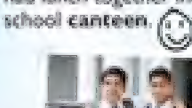
Sunday 8th May
Yesterday our family moved to our new house in Alexandria. It took three hours to drive from our old house in Cairo.



Tuesday 10th May
Today I went to my new school. I was quite **nervous**, but I sat next to a boy called Sami and he was friendly. We had lunch together in the school **canteen**. ☺



Monday 9th May
This morning, Mum and I went shopping to buy a new school uniform for me. I hope students are friendly in my new school!



2 Read again and answer the questions.
1 What day did Adam and his family move house? They moved on Saturday 7th May
2 Where was Adam's old house? ____
3 How did Adam feel before he started his new school? ____
4 How did he feel at the end of his first day? How do you know? ____
5 How did you feel when you started a new school? ____

3 Read another page from Adam's diary. What is great?

Monday 16th May
What a fantastic weekend! I went to Sami's house on Saturday and we played football in the park. I don't usually like football, but all his brothers wanted to play. It was a lot of fun! On Sunday, Mum helped me with my homework. Then Dad and I went to the sports centre. It is great, there is a really big swimming pool.



4 Lesson 2

Reading

1 Read Adam's diary. What do you think the word *nervous* means and why does Adam feel this?

1 Elicit or remind students of what a diary is. Engage students with this text type by asking them if they have a diary and, if they do, what they write about in it. At this point, you could also review the days of the week to check that students can remember them.

2 Direct students to the two photos in the diary and elicit what they can see in each one (people are moving house; two friends together at school).

3 Direct students to the instruction. Ask them to find the answer to the question by quickly scanning the diary.

4 Students can check in the *Glossary*. Check answers as a class.

Answer:

If you are nervous, you feel worried about something. Adam felt this because it was his first day at a new school.

2 Read again and answer the questions.

1 Ask students to read the questions and predict the answers.

2 Students read the diary again for specific information. They focus on finding the answers to the questions.

3 Have students compare their answers in pairs and then check answers around the class.

Answers:

1 They moved on Saturday 7th May.
2 It was in Cairo.
3 He felt/was quite nervous.
4 He was happy. We know this because he said Sami was friendly, and he drew a smiley face.
5 Students' own answers.

3 Read another page from Adam's diary. What is great?

1 Direct students to the instruction and ask them to scan the text for the word *great* so they can answer the question.

2 Have students compare their answers in pairs.

3 Elicit or explain that the word *it* in the sentence *It is great* refers to *the sports centre* mentioned at the end of the sentence before.

Answer:

The sports centre is great.





LESSON 7 SB page 21 WB page 83

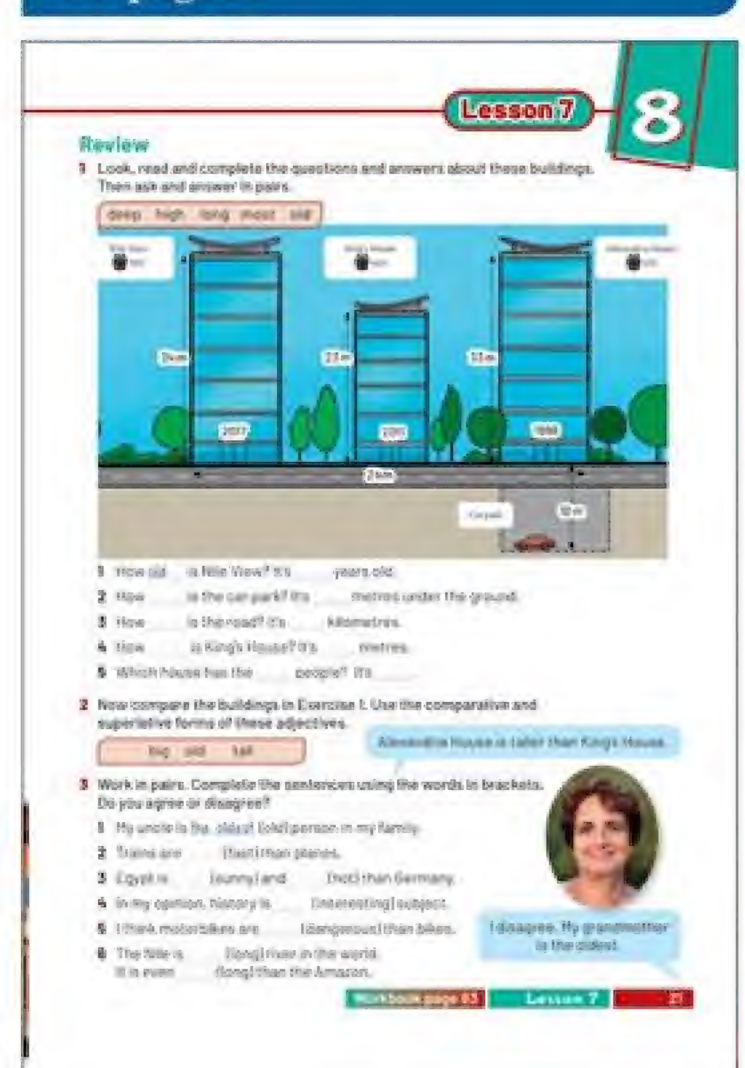
Outcomes:

- To review and practise the vocabulary and structures of the unit
- To write an email to a friend about your best holiday (Workbook)

Before using the book:

- Write *The amazing world around us* on the board and ask students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell students that they are now going to complete the review section for this unit to see what they can remember.

SB page 21


Lesson 7 8

Review

1 Look, read and complete the questions and answers about these buildings. Then ask and answer in pairs.

deep high long most old

1 How old is Nile View? It's ______ years old.
2 How ______ is the car park? It's ______ metres under the ground.
3 How ______ is the road? It's ______ kilometres.
4 How ______ is King's House? It's ______ metres.
5 Which house has the ______ people? It's ______

2 Now compare the buildings in Exercise 1. Use the comparative and superlative forms of these adjectives.

big old tall

Alexandria House is taller than King's House.

3 Work in pairs. Complete the sentences using the words in brackets. Do you agree or disagree?

1 My uncle is the oldest (old) person in my family.
2 Trains are ______ (fast) than planes.
3 Egypt is ______ (sunny) and ______ (hot) than Germany.
4 In my opinion, history is ______ (interesting) subject.
5 I think motorbikes are ______ (dangerous) than bikes.
6 The Nile is ______ (long) river in the world. It is even ______ (long) than the Amazon.

I disagree. My grandmother is the oldest.

Workbook page 83 Lesson 7 21

Review

1 Look, read and complete the questions and answers about these buildings. Then ask and answer in pairs.

1 In this exercise, students review vocabulary for measurements.
2 Direct students to the instruction and the pictures of the three buildings. Tell them to start by completing the questions with the correct words from the box. Then ask them to use the information in the pictures of the three buildings to complete the answers.
3 Put students into pairs to compare their answers and then ask and say the answers to the questions.
4 Check answers in class by inviting different pairs to ask and answer the questions.

Answers:

1 old, (own answers depending on year)
2 deep, 10 metres
3 long, two kilometres
4 high, 23 metres
5 most, Nile View

2 Now compare the buildings in Exercise 1. Use the comparative and superlative forms of these adjectives.

1 In this exercise, students review the comparative and superlative forms of adjectives.
2 Put students into pairs and direct them to the adjectives in the box.
3 Tell students to take it in turns to say sentences that compare the three buildings. Ask them to say one sentence with the superlative form of each adjective and at least one sentence with the comparative form of each adjective.
4 Check answers in class. Invite different students to say a sentence comparing the three buildings out loud.

Suggested answers:

Alexandria House is taller than King's House.
Nile View is the tallest building.
King's House is older than Nile View.
Alexandria House is the oldest building.
Nile View is the newest building.
King's House is newer than Alexandria House.



LESSON 3 SB pages 16 and 17 WB page 79

Outcomes:

- To read and respond to short familiar texts
- To read a range of high-frequency words and CVC words, and read short, simple sentences
- To identify key details in a listening text
- To express your opinion and listen to someone else expressing his/her opinion
- To use the superlative form of adjectives
- To describe and compare things verbally

Vocabulary: suspension bridge, sunset

Language: The superlative form of adjectives

Issues: National unity

SB page 16


8 Lesson 3

Reading and listening

1 Work in pairs. Choose adjectives to describe the bridge in the photo.

2 Look at this photo. Read quickly to decide how it is different from other bridges.

beautiful cheap dangerous expensive high low modern noisy old quiet safe tall ugly

3 Listen and complete the information.

4 Read about the Tahya Masr bridge and answer the questions.

Speaking

5 Discuss the questions in groups.

Language

6 Listen and complete the table.

The superlative of adjectives

	adjective	superlative
Short adjectives	high	the highest
Long adjectives		
	expensive	
Irregular adjectives		
	good	
	bad	

Reading and listening

1 Work in pairs. Choose adjectives to describe the bridge in the photo.

1 Before students open their books, review the adjectives they used in the last lesson: *expensive, high, low, modern, noisy, old, quiet* and *tall*. You could do this by saying an adjective and asking students to say its opposite, or by saying an adjective and asking students to say an example of a place or a thing it could describe.

2 Direct students to the adjectives in the box and check by eliciting their meanings or asking students to check their meanings in their dictionaries.

3 Direct students to the photo of the Tahya Masr Bridge. Remind students that they looked at this bridge in Lesson 1.

4 Ask students to have a careful look at the photo of the bridge and think about which adjectives in the box can describe it.

5 Put students into pairs. Weaker students can tell their partner which adjectives they chose. More confident students can use the adjectives to describe the bridge in complete sentences.

6 Check answers around the class.

Suggested answers:

The bridge is beautiful and modern. It is very wide. I don't think it was cheap to build. I think it was expensive!

2 Look at this photo. Read quickly to decide how it is different from other bridges.

1 Ask students to look at the photo and information of Tahya Masr bridge and get the main points.

2 Encourage students to work in pairs and decide why it is a unique bridge.

3 Discuss students' answers and praise good work.

Answers:

Students' own answers.

3 Listen and complete the information.

1 Tell students that they're now going to listen to someone reading the text about the Tahya Masr bridge. They need to listen and complete the missing information in the text.


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3 Ask students to look at the photos of places on Student's Book page 2 again and say the names of the places in their area. They can also tell each other which places are not in their area so they can use all of the words for places.

4 You could provide a model with *There is ... / There isn't ...* for students to use, e.g. *There is a museum in our area. There isn't an aquarium in our area.*

Answers:

Students' own answers.

Find

1 Ask students to scan the unit to find the missing information (it can be found on page 8). They can do this individually or in pairs.

2 Discuss their answers as a class.

Answer:

Robinson Crusoe is an adventure story. Daniel Defoe wrote it.

SB page 3


Lesson 1 7

Reading

1 Read the answers to Ziad's questions and answer these questions.

1 Where did his friends go last weekend?

2 Circle the verbs in the past simple tense. Which are regular?

Listening and speaking

2 Listen to Dina talk about her birthday. Tick (✓) the correct diary.

Diary 1
Saturday
1 pm museum
8 pm funfair
Sunday
9 am planetarium

Diary 2
Saturday
1 pm museum
8 pm dinner at restaurant
Sunday
9 am aquarium

Past time expressions

We use past time expressions to say when something happened.

I went to the museum **last night / Monday / week / month.**

I went bowling **an hour / three days / six months / four years ago.**

Other expressions we can use are:
this morning
yesterday
in 1998 / in October

3 Listen to Dina again and answer the questions.

1 When was Dina's birthday?

2 When did Dina's family go to the restaurant? (there are two answers)

3 What day is it now?

I had a haircut two weeks ago.

4 Complete these sentences about things that happened in your life.

1 I had breakfast ... 2 I went swimming ...
3 I had a maths lesson ... 4 I listened to music ...
5 I met my best friend ... 6 I had a **haircut** ...

Workbook page 70 | Lesson 1 | 3

Reading

1 Read the answers to Ziad's questions and answer these questions.

1 Draw students' attention to the text message from Ziad and the replies from his friends on page 2 of the Student's Book.

2 Students scan the replies from Ziad's friends in order to identify the place in the photos on page 2 of the Student's Book that each friend went to.

3 Then students look at the text message replies again and scan them for verbs in the past tense, which they circle.

4 Elicit or explain that a regular verb in the past tense is a verb which ends with *-ed* and then ask students to identify the regular verbs in the text message replies.

5 Ask students to compare their answers in pairs.

Answers:

1 His friends went to…
a football stadium
a funfair
an aquarium
a planetarium
a bowling alley
a sports centre

2 Verbs in the past simple tense:
What did you do last weekend?
I watched a football match. [regular]
I rode on the big wheel.
I saw an exhibition about dolphins.
I looked at the stars. [regular]
I went bowling.
I played tennis. [regular]

Listening and speaking

2 Listen to Dina talk about her birthday. Tick (✓) the correct diary.

1 Tell students that Dina is talking about the places she went to on her birthday and when. Her birthday was in the past.

2 Before you play the recording, ask students to read the two diary entries to familiarise themselves with the two possibilities they will choose from when they listen.

3 Play the recording for the students to listen and tick the correct diary.

4 Ask students to compare their answers in pairs. Play the recording for them to check their answers.


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2 Ask students to read the text again and predict what the missing information could be.
3 Play the recording and ask students to write the missing information.
4 Allow students to compare their answers in pairs and play the recording again to confirm answers if necessary.



Audioscript

In front of us, you can see the world's widest suspension bridge! It opened in Cairo in May 2019. It is 67.36 metres wide and 540 metres long. More than 4,000 people helped to build it. They started building it in 2016 and they finally finished it 32 months later. The bridge crosses the Nile's Warraq Island. More than 100,000 people live on the island. Many people enjoy walking across the bridge. It has a glass floor, so you can see the river under your feet! The best time to cross the bridge is at sunset, for a beautiful view of the city.

Answers:

1 2016   2 100,000

4 Read about the Tahya Masr bridge and answer the questions.

1 Ask students to answer the questions individually. Encourage them to answer in full sentences.
2 When students have finished, allow them to compare their answers with a partner.
3 Check answers around the class by asking different students to say a complete sentence. Remind these students to make sure they say the numbers and measurements correctly.

Answers:

1 It is 67.36 metres wide.
2 It is 540 metres long.
3 4,000 people helped to build it.
4 It took 32 months to build.
5 Suggested answer: Sunset is the time when the sun goes down before it is night. It is the best time to walk across the bridge to see the beautiful view of the city.

Speaking

5 Discuss the questions in groups.

1 Put students into groups.
2 Ask them to read the questions and check the meaning of *be proud of* (something) and *achievement* in class. Tell students to check their meanings in their dictionaries if necessary.
3 Give students a few minutes to think and make notes on their answers to the questions. If students are struggling to think of ideas for Question 1, you could ask them questions like: *How does being proud of your country's achievements make you feel? Do you want people from other countries to like and respect our country?*
4 Students then share and compare their answers to the questions in their groups. Monitor students' discussions and make a note of any good examples and share this in the feedback stage.
5 You could then extend this activity by going round the class and asking students for examples of Egyptian achievements, making a list of these on the board and then getting students to vote on which ones are the most important. You could then use the votes to create a top 5 of Egyptian achievements.

Answers:

Students' own answers.

Language

6 Listen and complete the table.

1 Direct students to the *The superlative of adjectives* language box and ask them to read the information above. Tell them to re-read the text about the Tahya Masr Bridge and identify the superlative adjectives in it (*widest, best*).
2 Read through the rest of the information and examples in the *Language* box. Elicit that the spelling of two-syllable adjectives ending in a consonant and then y changes in superlative adjectives, as it does with comparative adjectives, and that the adjectives which are irregular for the comparative of adjectives are also irregular for the superlative of adjectives.
3 Ask students to complete the table in pairs. Then check answers in class, ensuring that students have spelled *busiest* correctly.

Answers:

1 fastest   2 the busiest   3 popular
4 most/least expensive   5 the best



8

The amazing world around us

SB pages 12-21 WB pages 77-83

OBJECTIVES

Reading

A text about the Tahya Masr Bridge; the Grand Egyptian Museum

Writing

A paragraph on a museum about the twenty-first century; a fact file; a review of places giving your opinion

Listening

Facts and figures; a quiz

Video

The Seven Wonders of the Ancient World

Speaking

Talking about measurements; making comparisons

Language

Comparative and superlative adjectives

Life Skills

Respect for diversity – respecting the opinions of others; communication – good listening, self-expression

Values

Respect

Issues

National unity, citizenship, loyalty and belonging

LESSON 1 SB pages 12 and 13 WB page 77

Outcomes:

- To listen and find specific information
- To form and use present simple questions about measurements
- To say large numbers correctly
- To research information about a famous building
- To listen and write large numbers (Workbook)
- To write a short descriptive text (Workbook)

Language: Large numbers and measurements

Before using the book:

- Draw a picture of a pyramid on the board and elicit what it's called in English from the class. Invite one student to come up to the board and write the word *pyramid*. Ask students if they or any of their family, have ever seen the pyramids of Giza and if they would like to, if they haven't. You could also ask them to guess how high the Great Pyramid of Giza is (146 metres high).



Reading

2 Circle the correct words and add any missing punctuation.

1 Direct students to the photo of Al Azhar Park. Ask them if they can identify what or where it is and if they've ever been there.

2 Read the instruction and the first sentence with the class. Then read the *Writing tip*.

3 Give students one or two minutes to complete the exercise, then check answers with a partner. Check the answers with the class.

Answers:

1 most 2 larger 3 and 4 taller 5 because
Missing punctuation: "I love it here".

Writing

3 Write a review about three places. Use the notes you made in the Student's Book.

1 Direct students to the instruction and elicit the task from a strong student.

2 Draw their attention to the sentence prompts and explain that they should first make notes for each one. Tell students they can use the place or thing they chose in Exercise 4 on page 20 of the Student's Book. Also remind students to keep the *Writing tip* in mind while they're planning their text.

3 Students use their notes to write about three places. When they have finished the exercise, students can swap work for their partner to read and check. Ask pairs to read out their partner's review to the class.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:

- To read and understand a website review of a holiday in Egypt
- To read a text about Al Azhar Park in Cairo (Workbook)

Writing: To write a review giving an opinion about three places (Workbook)

Speaking: To ask and answer questions about the content of a website review

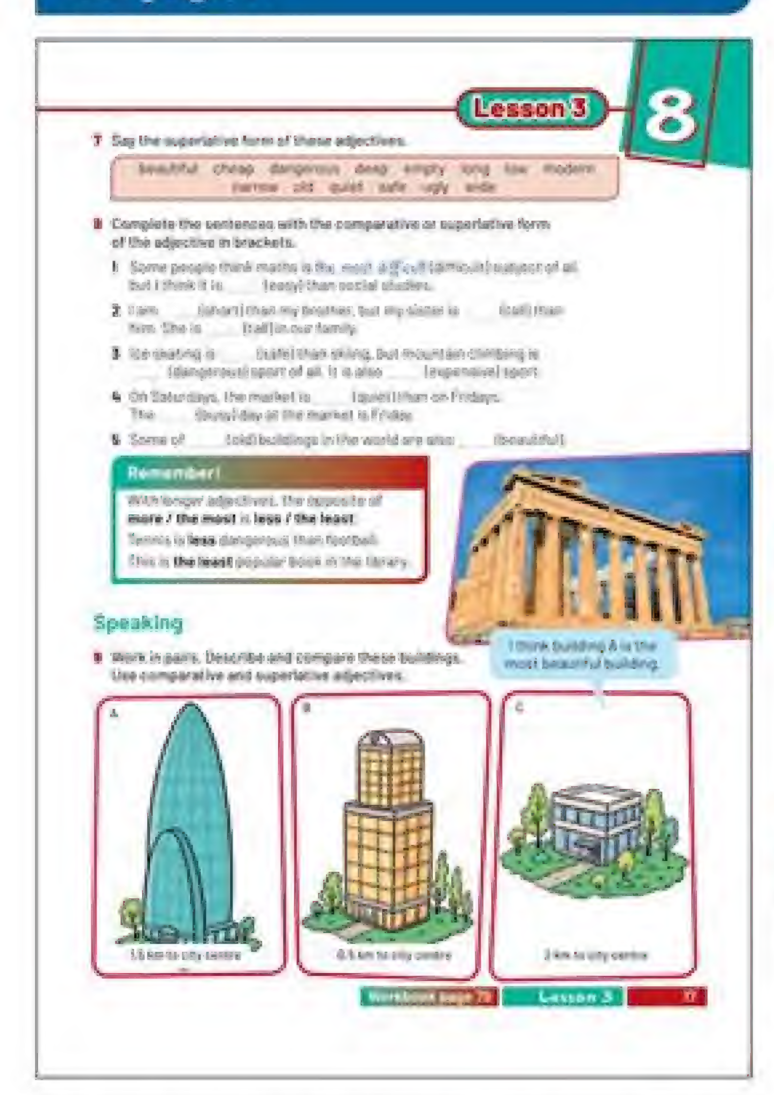
- Give students time to talk to each other, discussing these skills, and ask questions if they want.



Audioscript

1 The express train to Aswan is the fastest one.
2 Cairo streets are the busiest in Egypt.
3 Do you think that Tahya Masr Bridge will be the most popular place in Cairo in the future?
3 Some people believe that buses inside Cairo are the least expensive means of transport.
4 This red smart phone is the most expensive one.
5 I think Mohamed Salah is the best player in Egypt.

SB page 17


Lesson 3

8

7 Say the superlative form of these adjectives.

beautiful cheap dangerous deep empty long low modern narrow old quiet safe ugly wide

8 Complete the sentences with the comparative or superlative form of the adjective in brackets.

1 Some people think maths is the most difficult (difficult) subject of all but I think it is ____ (easy) than social studies.
2 I am ____ (short) than my brother, but my sister is ____ (tall) than him. She is ____ (tall) in our family.
3 Ice skating is ____ (safe) than skiing, but mountain climbing is ____ (dangerous) sport of all. It is also ____ (expensive) sport.
4 On Saturdays, the market is ____ (quiet) than on Fridays. The ____ (busy) day at the market is Friday.
5 Some of ____ (old) buildings in the world are also ____ (beautiful).

Remember!

With longer adjectives, the opposite of **more / the most** is **less / the least**.
Tennis is **less** dangerous than football.
This is **the least** popular book in the library.

Speaking

9 Work in pairs. Describe and compare these buildings. Use comparative and superlative adjectives.

Workbook page 78 | Lesson 3 | 17

7 Say the superlative form of these adjectives.

1 Direct students to the instruction.
2 Put them into pairs and ask them to say the superlative form of each adjective together.
3 Refer students back to the *Language* box on page 16 of the Student's Book for help if necessary.
4 Check answers around the class by inviting different students to say the superlative form of an adjective out loud. Check their pronunciation and model and drill specific examples where necessary.

Answers:

the most beautiful, the cheapest, the most dangerous, the deepest, the emptiest, the longest, the lowest, the most modern, the narrowest, the oldest, the quietest, the safest, the ugliest, the widest

8 Complete the sentences with the comparative or superlative form of the adjective in brackets.

1 Direct students to the instruction and point out that they can use either the comparative or the superlative form of the adjectives in brackets.
2 Draw students' attention to the adjectives in brackets. Elicit whether they are short or long adjectives.
3 Allow students time to complete the exercise individually. Monitor as they are working. Refer students back to the *Language* box on page 16 of the Student's Book for help if necessary.
4 Students check their answers with a partner.
5 Confirm answers by asking different students to read out a sentence. Draw students' attention to the picture and ask them what they think it is. Ask them to search for the answer to the question. (Parthenon in Athens)

Answers:

1 the most difficult, easier
2 shorter, taller, the tallest
3 safer, the most dangerous, the most expensive
4 quieter, busiest
5 the oldest, the most beautiful

Remember

1 Draw students' attention to the *Remember* box and ask them to read the examples.
2 Say some more sentences with *more/the most* or *less/the least* in class and ask students to say or write the opposite of that sentence to check their understanding, e.g. *Football is more dangerous than tennis. This is the most popular book in the library.*

Speaking

9 Work in pairs. Describe and compare these buildings. Use comparative and superlative adjectives.

1 Put students into pairs. Ask them to study the three pictures of buildings carefully and think about the differences between them.
2 Direct students to the speech bubble and ask them to say similar sentences in pairs to compare


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6 Work in pairs

1 This exercise requires students to use their critical thinking skills to compare other people's opinions on music with their own and evaluate the effects of people having different opinions about music. The aim is for students to understand the benefits of different people having different opinions and all opinions being equally valid.

2 Put students into pairs. Ask them to read the instructions, the question and the example answer in the speech bubbles. Draw students' attention to the word *but* in the example answer and elicit or explain that we use this word between two ideas to show that they are different. Tell students to use *but* in their answers too.

3 Students ask and answer the question with a partner. Make sure that they are asking the questions with the correct intonation, as in Exercise 5. More confident students could also use *because* to give a simple reason why they like or don't like types of music, e.g. *I don't like traditional music because it's boring*.

4 Each pair then takes it in turns to share what they discussed about music together in class, i.e. which type(s) of music they like or dislike and, if possible, why.

5 Encourage students to think about the positive and negative effects of people having different opinions about music. Weaker students could make some notes on these to help them in the discussion. Then encourage a wide range of students to give their opinions and ask the rest of the class to say if they agree or disagree with these opinions. As far as possible, encourage students to give a reason for their opinion by asking, for example: *Why do you think that?*

Answers:

Students' own answers.

Video

1 Tell students that they are going to watch a video about traditional Egyptian music. Ask them to guess what Egyptian instruments they think they will see and hear in the video.

2 Play the video so students can check their answers.

3 Encourage students to ask and answer the questions at the end of the video with a partner. (*Do you like music? What styles of music do you like?*)

4 Ask them if they can play any instruments or if they have heard people playing the Egyptian instruments from the video: *drums, the ney, the qanun and the oud*.

 Video script

There are lots of different styles of music such as classical, jazz and opera. Did you know that people first watched the famous opera Aida, by Giuseppe Verdi, in Cairo in 1871?
You can often hear music at weddings and other celebrations.
Egypt also has a lot of traditional music.
You can hear it from Alexandria to Aswan.
In traditional music, you can hear instruments like drums and the ney. The ney is a type of flute.
Another traditional instrument is the qanun. This is a string instrument that you play with your fingers.
You can also hear the violin ...
... and the oud. The oud is similar to the guitar, but it usually has more strings.
You can also hear these instruments in many other countries.
Do you like music? What styles of music do you like?


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Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing:

- To write sentences about bridges, towers, tunnels or important buildings
- To write a factfile for a structure or building (Workbook)

Listening:

- To listen to someone talking about the measurements of buildings and structures
- To listen to someone saying large numbers

Speaking: To ask and answer questions about measurements

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 2 SB pages 14 and 15 WB page 78

Outcomes:

- To use adjectives to describe places
- To complete a quiz about places
- To listen and find specific information
- To form and use the comparative form of adjectives
- To research information about two places or buildings
- To write a comparison (Workbook)

Vocabulary: further

Language: The comparative form of adjectives

SB page 14



Vocabulary

1 Ask and answer the questions in pairs.

1 Put students into pairs and direct them to the adjectives in the box. Read the adjectives out loud in class and elicit their meanings.

2 Ask students to work in pairs and work through all the words in the box, first having a guess at what each one means, then looking the word up in the *Glossary* in the back of the book before using a dictionary to check if necessary. Ask them to write any new words and their meaning in their notebooks.

3 Direct students to the six photos of different places. Ask them to look carefully at the photos and write down at least one adjective from the box that describes each one.

4 Allow students to compare answers in pairs before checking answers in class.

5 You could extend this activity by asking students to tell their partner which of the six places in the photos they would like to visit and why. Model an example of what they could say, e.g. *I want to visit Brasilia because it's very modern.*


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You could also ask students to make pairs of adjectives with opposite meanings to consolidate their understanding, e.g. *crowded/empty, low/tall, modern/old, narrow/wide, noisy/quiet*.

Answers:

1 Students' own answers.

2 a crowded, old
  b empty, old, quiet, wide, tall
  c modern, narrow, tall
  d modern, tall, narrow
  e modern, crowded, wide, noisy
  f empty, modern, quiet, wide

Speaking

2 Work in pairs and do the quiz.

1 Tell students that they're going to do a quiz about the places they looked at in Exercise 1.

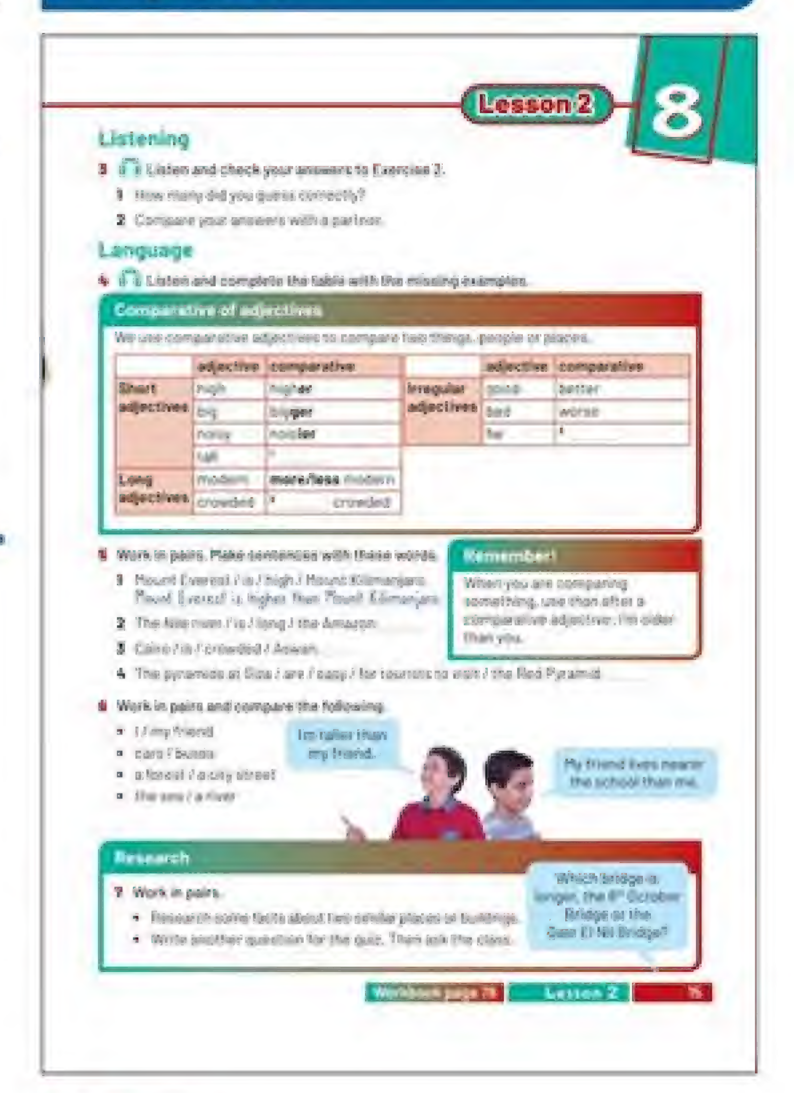
2 Ask students to read the quiz questions. The word in bold (further) is likely to be unfamiliar to students. If they're unable to deduce its meaning, refer them to the *Glossary* to check it. Students may also need to check the meaning of the words *compare* and *population* in their dictionaries.

3 Students write down their answers to the quiz questions individually. Make sure they're aware that it's OK if they don't know the answers to all the questions; they should just guess an answer if they aren't sure. Don't confirm the correct answers at this stage.

Answers:

Students' own answers.

SB page 15



Lesson 2 8

Listening

3 Listen and check your answers to Exercise 2.
1 How many did you guess correctly?
2 Compare your answers with a partner.

Language

4 Listen and complete the table with the missing examples.

Comparative of adjectives

We use comparative adjectives to compare two things, people or places.

	adjective	comparative		adjective	comparative
Short adjectives	high	high**er**	Irregular adjectives	good	better
	big	bigg**er**		bad	worse
	noisy	nois**ier**		far	³ .....
	tall	¹			
Long adjectives	modern	**more/less** modern			
	crowded	² ..... crowded			

5 Work in pairs. Make sentences with these words.
1 Mount Everest / is / high / Mount Kilimanjaro
Mount Everest is higher than Mount Kilimanjaro.
2 The Nile river / is / long / the Amazon
3 Cairo / is / crowded / Aswan
4 The pyramids at Giza / are / easy / for tourists to visit / the Red Pyramid

Remember!

When you are comparing something, use than after a comparative adjective: I'm older than you.

6 Work in pairs and compare the following.
- I / my friend
- cars / buses
- a forest / a city street
- the sea / a river

Research

7 Work in pairs.
- Research some facts about two similar places or buildings.
- Write another question for the quiz. Then ask the class.

Workbook page 75 | Lesson 2 | 15

Listening

3 Listen and check your answers to Exercise 2.

1 Play the recording so students can listen and check their answers to the quiz questions from Exercise 2.

2 Put students into pairs to compare the number of correct answers they got. Draw their attention to the questions *Who did better? Who did worse?* in the instruction and elicit or explain that *better* is the comparative of *good* and *worse* is the comparative of *bad*.



Audioscript

How much do you know about pyramids? Let's compare two pyramids in Egypt.
The Great Pyramid of Giza is 146 metres tall. It's taller than the Red Pyramid, which is 105 metres tall. But the Red Pyramid is further away from the centre of Cairo, so it's less crowded with visitors. Because it's less crowded, it's also quieter.

Now let's compare two very tall buildings. The Shanghai Tower in China is 632 metres tall. The tower first opened



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in 2015. The Al Hamra Tower in Kuwait is 412.6 metres tall. The building first opened in 2011. So the Shanghai Tower is taller and more modern than the Al Hamra Tower in Kuwait.

Finally, we're going to compare two capital cities. Bangkok became the capital of Thailand about 600 years ago, so it's much older than Brasilia. Brasilia is a modern city. The Brazilians built it in 1960. More people live in Bangkok than Brasilia. The population of Bangkok is more than 10 million. The population of Brasilia is about four and a half million.

So, how did you do? Did you get the answers correct?

Answers:

1 The Great Pyramid of Giza is taller.
2 The Red Pyramid is further from the centre of Cairo.
3 The Great Pyramid of Giza is more crowded. That makes it noisier.
4 The Shanghai Tower is taller.
5 The Shanghai Tower is more modern.
6 Bangkok is older.
7 Bangkok has a bigger population. Ten million people live there. Around four and a half million people live in Brasilia.

Language

4 Listen and complete the table with the missing examples.

1 Draw students' attention to the table and three different types of adjectives it includes (short, long and irregular). Elicit or explain that a '*short adjective*' is a one-syllable adjective or a two-syllable adjective; a '*long adjective*' is a two-syllable adjective or an adjective with three or more syllables. Then there is a small group of adjectives that are irregular in their comparative form. Students must learn these forms.

2 Tell students to study the example comparative forms in the table. Elicit that *y* changes to *i* in the comparative form of short adjectives that end in *y*.

3 Ask students to complete the *Language* box with a partner. Then check answers as a class.

Answers:

1 taller   2 more /less   3 further

5 Work in pairs. Make sentences with these words.

1 Direct students to the first item, then read the *Remember* box. Read the example answer out loud. Elicit that the comparative form *higher than* is used in this sentence because *high* is a short adjective.

2 Put students into pairs and ask them to make the other sentences, using *than* in each. Tell them to refer back to the *Language* box to check their sentences are correct.

3 Check answers around the class by inviting different students to read the sentences they've made out loud.

Answers:

1 Mount Everest is higher than Mount Kilimanjaro.
2 The Nile River is longer than the Amazon.
3 Cairo is more crowded than Aswan.
4 The pyramids at Giza are easier for tourists to visit than the Red Pyramid.

6 Work in pairs and compare the following.

1 Put students into pairs. Tell them that they're now going to practise using comparative adjectives to talk about themselves and say what they think.

2 Ask students to use the example in the speech bubbles on the right as a model for their speaking. Elicit that they can choose which adjective to use to compare the two things or people.

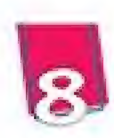
3 Weaker students will need to write their comparisons in their notebooks first and then say them to their partner. Encourage them to refer back to the *Language* box to help them as they're writing. More confident students should be able to say comparative sentences without writing them down first and may not need to refer back to the *Language* box.

4 Monitor students' speaking and provide feedback on their use of comparative adjectives when they've finished.

Answers:

Students' own answers.





2 With weaker students, you could go through the underlined words in the other items and elicit or explain what the mistake in each item is, i.e. the spelling of the comparative adjective is incorrect, e.g. *biger*, or the incorrect comparative adjective has been used, e.g. *badder*.
3 Ask students to complete the exercise individually.
4 Students check their answers in pairs. Confirm answers in class.

Answers:

1 bigger 2 happier 3 higher
4 worse 5 more expensive

3 Complete the sentences with the correct comparative form of the word in brackets.

1 Tell students that they're now going to practise writing comparative adjectives themselves.
2 Refer students back to the *Language* box on page 15 of the Student's Book if they need more help.
3 Allow students to compare their answers in pairs.
4 Invite different confident students to each read a sentence in class.

Answers:

1 noisier 2 faster 3 more crowded
4 nicer 5 taller

Writing

4 Research information about two cities or places that you know. Compare the places. Think about the following and write a fact file in your notebook.

1 Direct students to the instruction and elicit what the task is from a confident student. They can read each bullet point.
2 Tell students to choose two cities or places they know. Encourage them to choose two cities or places which are different to each other.
3 Give students a few minutes to think about and make notes on their answers to the questions about their two cities or places. Then ask them to write their answers as sentences with comparative adjectives. Refer students back to the *Language* box on page 15 of the Student's Book if they need more help with this.
4 Monitor students while they're writing, offering help and feedback where appropriate.
5 When they've finished, ask students to swap their sentences with a partner and give each other feedback on them.
6 Invite some students to present their comparison of the two cities or places they chose to the rest of the group.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To read and understand a quiz

Writing:

- To make sentences with the comparative form of adjectives
- To write a comparison of two places or cities (Workbook)

Listening: To listen to and understand information about places and buildings

Speaking: To ask and answer quiz questions about places and buildings

- Give students time to talk to each other, discussing these skills, and ask questions if they want.





SB pages 2-11 WB pages 70-76

OBJECTIVES

Reading
Reading a diary entry: *Robinson Crusoe*

Writing
A diary entry giving your opinion about a fantastic day

Listening
An interview with a musician

Video
Traditional music

Speaking
Talking about your weekend; discussing types of music; talking about past events

Language
Past simple time expressions; questions review; responding to past events with *although* or *because*

Life Skills
Making decisions; negotiation; self-management; respecting the opinions of others

Values
Workmanship; appreciation; perseverance; independence; respect

Issues
Civilizational communication

LESSON 1 SB pages 2-3 WB page 70

Outcomes:

- To read short texts to find specific information
- To read a range of high-frequency words and CVC words
- To listen for gist
- To listen and find specific information
- To talk about familiar past events
- To write about likes and dislikes

Vocabulary: dolphin, haircut, exhibition

Language: Past simple time expressions

Before using the book:

- Welcome students in a polite and friendly way. This will help them to feel at home and also to think in English again.
- Ask students to open their books. Draw attention to the photos of places you can go to at the weekend on page 2 of the Student's Book. Ask students to tell a partner which places they like to go to at the weekend and which places they don't like to visit.
- Ask students to think of and say the names of any other places they like to go to at the weekend which aren't in the photos.

SB page 2



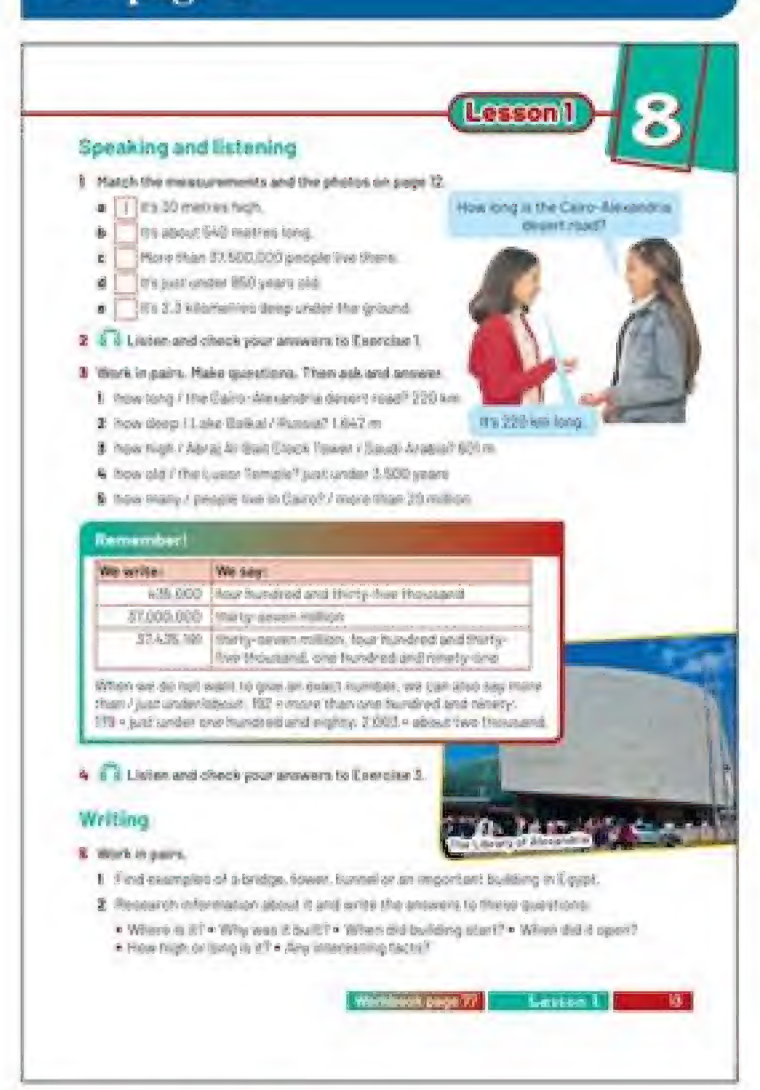
Discuss

1 Ask students to read the instruction and the question. Then elicit that *in your area* means *in or near to your town or city*.

2 Model and drill the pronunciation of the words for places as a class, so students can say them correctly.


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SB page 13



Lesson 1 8

Speaking and listening

1 Match the measurements and the photos on page 12.

a [1] It's 30 metres high.
b [ ] It's about 540 metres long.
c [ ] More than 37,500,000 people live there.
d [ ] It's just under 850 years old.
e [ ] It's 2.3 kilometres deep under the ground.

2 Listen and check your answers to Exercise 1.

3 Work in pairs. Make questions. Then ask and answer.

1 how long / the Cairo-Alexandria desert road? 220 km
2 how deep / Lake Baikal / Russia? 1,642 m
3 how high / Abraj Al-Bait Clock Tower / Saudi Arabia? 601 m
4 how old / the Luxor Temple? just under 3,500 years
5 how many / people live in Cairo? / more than 20 million

Remember!

We write:	We say:
435,000	four hundred and thirty-five thousand
37,000,000	thirty-seven million
37,435,191	thirty-seven million, four hundred and thirty-five thousand, one hundred and ninety-one

When we do not want to give an exact number, we can also say more than / just under/about: 192 = more than one hundred and ninety; 179 = just under one hundred and eighty; 2,003 = about two thousand

4 Listen and check your answers to Exercise 3.

The Library of Alexandria

Writing

5 Work in pairs.

1 Find examples of a bridge, tower, tunnel or an important building in Egypt.
2 Research information about it and write the answers to these questions:

• Where is it? • Why was it built? • When did building start? • When did it open?
• How high or long is it? • Any interesting facts?

Workbook page 77 | Lesson 1 | 13

Speaking and listening

1 Match the measurements and the photos on page 12.

1 Draw students' attention to the instruction and elicit or explain what *measurement* means.

2 Invite different stronger students to read the measurements out loud. Help them with the pronunciation of the large numbers (thousand, million) and the measurements (metres).

3 Put students into pairs to match the measurements with the photos, but don't check or confirm answers at this stage.

2 Listen and check your answers to Exercise 1.

1 Play the recording and ask students to listen and check their answers to Exercise 1.

2 Confirm answers around the class by inviting different students to say complete sentences with the names of the structures and their measurements, e.g. *The pyramid in Mexico is 30 metres high.*



Audioscript

a *The pyramid of El Castillo in Chichen Itza is 30 metres high.*
b *The Tahya Masr bridge is about 540 metres long.*
c *More than 37,500,000 people live in Tokyo, Japan.*
d *The Leaning Tower of Pisa is just under 850 years old.*
e *The Gotthard tunnel in Switzerland is 2.3 kilometres under the ground.*

Answers:

a1 b3 c2 d4 e5

3 Work in pairs. Make questions. Then ask and answer.

1 Tell students that now they have to make questions about other places. Elicit or explain that they will need to use the present simple in their questions and the long forms of the abbreviations *m* (metres) and *km* (kilometres) in some of the answers. Point out that the answer also includes the category (high, deep, long, etc).

2 Direct students to the *Remember* box with information about how to say large numbers and ask them to read it. Invite different confident students to read the numbers in the *We say:* column of the table out loud. Remind them to refer to the information in this box to help them when they're saying the large numbers in the answers to the questions.

3 If you think it will help, ask students to write questions for 1 to 5 in their notebooks, then write the answers down. They can then swap work with a partner to check they have written the questions and answers correctly. Monitor and help with forming the questions where necessary.

4 With brilliant students, pairs can ask and answer without writing out the sentences first.

5 Put students into pairs to ask and answer questions. Monitor and help with the pronunciation of the questions and answers where necessary, but don't explicitly confirm the correct questions and answers at this stage.



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Research

7 Work in pairs.

1 Put students into pairs. Ask them to choose two similar places or things to compare. These could be in Egypt or places anywhere in the world. Suggest that they choose bridges, buildings, cities, roads or similar structures, but not things they've already looked at in this unit, such as the Great Pyramid of Giza.

2 Then have students work in pairs to carry out their research in class if they're able to go online. Alternatively, students can carry out their research for homework.

3 Students work together in pairs to write a quiz question about the two places which includes a comparative adjective in class. Refer them to the example in the speech bubble for a model question.

4 Monitor students as they're writing their questions, offering feedback and help where necessary.

5 Students take it in turns to ask their questions in class. The other students guess the correct answers. You could turn this into a competition to see which student gets the most correct answers.

Answers:

Students' own answers.

WB page 78


8 Lesson 2

Vocabulary

1 Complete the sentences with words from the box.

crowded empty low narrow noisy wide

1 We need to buy some more water. This bottle is empty ______
2 Be careful you don't hit your head on the door. It is very ______
3 Only people and bikes can go down that road because it is very ______
4 The teacher was angry because all the students were very ______
5 We can't swim across the river here because it is very ______
6 The market is always very busy at this time. Don't go now or it will be very ______

Language

2 Correct the underlined words in these sentences.

1 An elephant is biger than a camel. bigger
2 My cousins felt happyer after they moved to a new flat. ______
3 That mountain was more high than we thought. ______
4 Cheese is badder for you than fruit. ______
5 Let's buy green apples because the red apples are expensiver. ______

3 Complete the sentences with the correct comparative form of the word in brackets.

1 Old cars are usually noisier ______ (noisy) than modern cars.
2 A train is ______ (fast) than a bus.
3 The museum is usually ______ (crowded) on a Saturday than a Sunday.
4 I think the blue dress is ______ (nice) than the red dress.
5 Adel is tall, but Rami is ______ (tall).

Writing

4 Research information about two cities or places that you know. Compare the places. Think about the following and write a fact file in your notebook.

- Which is bigger?
- Which is more modern?
- Which has worse traffic?
- Which is better for tourists? Why?

78 Lesson 2

Vocabulary

1 Complete the sentences with words from the box.

1 Ask students to read the sentences and choose the correct adjective from the box which completes each one.

2 Allow students time to complete the exercise individually. Monitor as they are working.

3 Students check their answers with a partner.

4 Confirm answers by asking different students to each read a completed sentence out loud.

Answers:

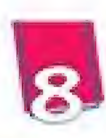
1 empty 2 low 3 narrow 4 noisy 5 wide 6 crowded

Language

2 Correct the underlined words in these sentences.

1 Tell students to read the example sentence so they can see the mistake in the underlined word and the correct version of it.


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SB page 12



Quiz

Find these things in the photos. Can you guess the countries they are in?

1 Direct students' attention to the words in the *Quiz* box and read them out loud or ask a confident student to read them out loud in class.

2 Model and drill the pronunciation of the words in the box as a class, so students can say them correctly.

3 Direct students to the photos and ask them to match the words to the photos individually. Then check answers as a whole class.

4 Ask students to work in pairs to guess the country which each thing is in. Model an example exchange to get them to use appropriate functional language, e.g. You: *I think Tokyo is in Japan. What do you think?* Your student: *I think it is in Japan, too.*

5 Check students have guessed the countries correctly in class.

Answers:

1 pyramid (El Castillo in Chichen Itza, Mexico)
2 city (Tokyo city, Japan)
3 bridge (Tahya Masr bridge, Egypt)
4 tower (Leaning Tower of Pisa, Italy)
5 tunnel (Gotthard tunnel, Switzerland)

Research

1 Direct students to the questions and ask them to think about what the answers could be.

2 Tell them that they are going to find out the answers by carrying out an internet search. Ask *What do I type into the search engine to find the information?* (for example, *pyramids in Mexico*)

3 Then have students work in pairs to carry out their research. Alternatively, students can complete the task for homework and report back to the class.

4 Ask students to report their findings to the rest of the class by giving the answers to the questions.

5 Check that students are able to say the number *1,100* correctly and model and drill its pronunciation, if necessary. Write *1,100* on the board and point out the numbers in the thousands are usually written with a comma after the first number.

Answers:

The pyramid of El Castillo is in Mexico. It is about 1,100 years old.

Find

1 Remind students that in this exercise, the answer is somewhere else in the unit. Put students into pairs and handle this exercise as a game on who can find the answer first. If students are struggling, give them a clue, e.g. *It's on page 16* or *It's in a text.*

2 When students have found the answer, refer them to the photos of the bridge on page 12 and page 16 of the Student's Book and ask them if they've ever been on, seen or heard of this bridge.

Answers:

It's 67.3 meters wide.



Writing

5 Who do you think is on the island? Write five questions Crusoe can ask the person when they meet.

1 Tell students that they're now going to practise writing questions. They can refer back to the *Questions* language box on page 7 of the Student's Book for help with forming questions, if necessary.
2 Students write their questions individually.
3 Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their questions with a partner.
4 Students can practise reading the questions with the correct stress and intonation.

Suggested answers:

1 What's your name?
2 Where are you from?
3 Do you speak English?
4 Are you alone?
5 Why are you on the island?

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To read a part of the novel *Robinson Crusoe*

Writing:
- To complete an entry in Robinson Crusoe's diary
- To write questions Robinson Crusoe can ask another person on the island (Workbook)

Speaking:
- To talk about what Robinson Crusoe can and can't do
- To talk about what you need to survive on a desert island

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 5 SB page 9 WB page 74

Outcomes:
- To describe characters, settings, and major events in a story, using key details
- To recall and describe the main events in a story
- To listen to identify specific phrases
- To ask and respond to questions about past events
- To read a simple short story or biography and express a basic opinion about characters or the plot

Vocabulary: terrible

Language: Expressions for responding to past events with *although* and *because*

SB page 9


Lesson 5 7

Speaking

1 Answer the questions.
1 What kind of a person was Robinson Crusoe?
2 What was the island like?
3 What other things do you remember about the story? Tell your partner.
4 What happened to Crusoe that was terrible? What happened to him that was great?
5 Did you like the story? Why/Why not?

Research
Find out what happens next to Robinson Crusoe.

Listening

2 Listen to three people talk about their weekend. Match the person to the photos.
1 Lina
2 Hisham
3 Jude

3 Listen again and match to make sentences.
1 b It was terrible because
2 It was great because
3 The pizza was really good
4 It was OK on Saturday.
a although it was expensive.
b my team lost 5-2.
c although I had lots of homework.
d I went to the bowling alley.

4 Ask the questions in pairs. Answer using the expressions in the box below and give a reason using although or because.

It was OK. It was great/fantastic. It was terrible!

Remember!
We use because to give a reason for something: His ship sank **because** there was a terrible storm.
We use although to contrast information.
Although I am very hungry, I don't want to eat another dead fish!

Workbook page 74 Lesson 5 9

Speaking

1 Answer the questions.

1 Put students into pairs to ask and answer the questions. Help them with any vocabulary.


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3 Work in pairs. Complete the sentences using the words in brackets. Do you agree or disagree?

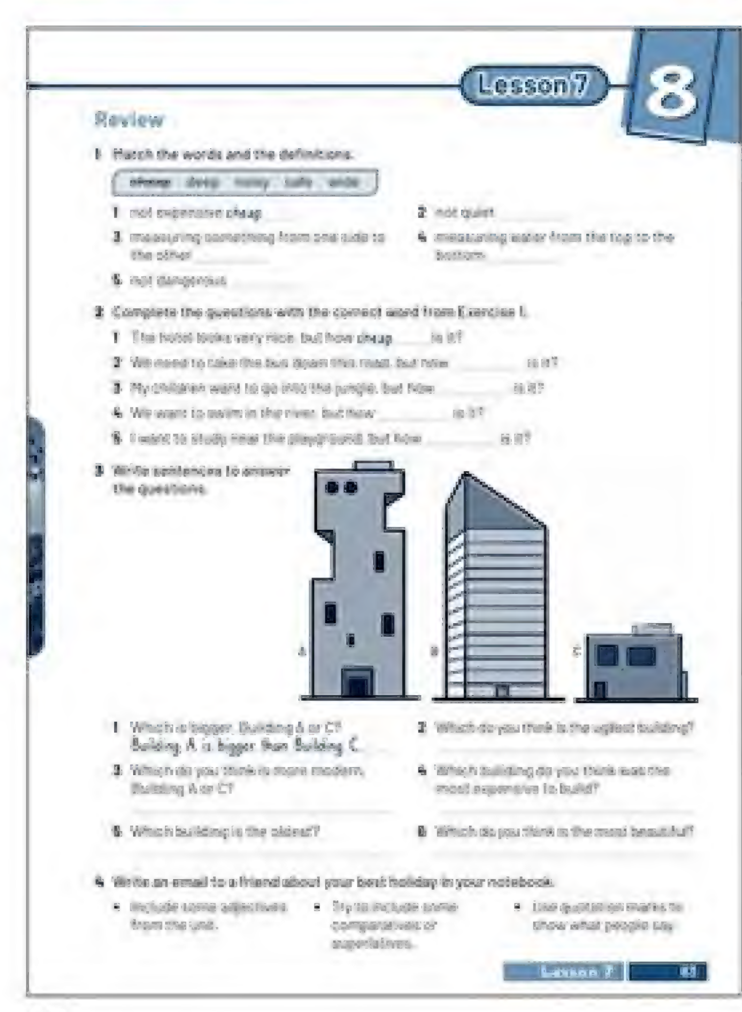
1 In this exercise, students review the comparative and superlative forms of adjectives and the language for agreeing and disagreeing.
2 Put students into pairs to complete the sentences with the comparative or superlative form of the adjectives in brackets.
3 Check answers in class and then ask students to read each sentence out loud and say whether they agree or disagree with it. Review the phrases they can use to agree, e.g. *I agree*; *I don't feel the same as you about that*; *I'm not sure about that*.
4 Monitor students' conversations and make a note of any good examples to use during the feedback stage.

Answers:

1 the oldest	2 faster
3 sunnier, hotter	4 the most interesting
5 more dangerous	6 the longest, longer

Students' own answers.

WB page 83


Lesson 7
8
Review
1 Match the words and the definitions.
cheap deep noisy safe wide
1 not expensive cheap
2 not quiet ______
3 measuring something from one side to the other ______
4 measuring water from the top to the bottom ______
5 not dangerous ______
2 Complete the questions with the correct word from Exercise 1.
1 The hotel looks very nice, but how cheap is it?
2 We need to take the bus down this road, but how ______ is it?
3 My children want to go into the jungle, but how ______ is it?
4 We want to swim in the river, but how ______ is it?
5 I want to study near the playground, but how ______ is it?
3 Write sentences to answer the questions.
A B C
1 Which is bigger, Building A or C?
Building A is bigger than Building C.
2 Which do you think is the ugliest building?
3 Which do you think is more modern, Building A or C?
4 Which building do you think was the most expensive to build?
5 Which building is the oldest?
6 Which do you think is the most beautiful?
4 Write an email to a friend about your best holiday in your notebook.
• Include some adjectives from the unit.
• Try to include some comparatives or superlatives.
• Use quotation marks to show what people say.
Lesson 7 83

Review

1 Match the words and the definitions.

1 Direct students to the words and definitions.
2 Students complete the task individually before checking answers with a partner.
3 Check answers as a class.

Answers:

1 cheap 2 noisy 3 wide 4 deep 5 safe

2 Complete the questions with the correct word from Exercise 1.

1 Direct students to the instruction and the questions.
2 Elicit that *but* is used in the questions to show the difference between the two ideas that come before and after it.
3 They then read the example question and complete the exercise in pairs.
4 Check answers by inviting volunteers to read out the completed questions.

Answers:

1 cheap 2 wide 3 safe 4 deep 5 noisy

3 Write sentences to answer the questions.

1 Ask students to look closely at the pictures of the three buildings and notice the differences that exist between them.
2 Students complete the task individually. Remind them to use the comparative or superlative form to answer the questions.
3 Ask students to compare their answers in pairs before checking answers in class.

Answers:

1 Building A is bigger than Building C.
2 Suggested answer: Building A is the ugliest building.
3 Building A is more modern than Building C.
4 Suggested answer: Building B was the most expensive to build.
5 Building C is the oldest.
6 Suggested answer: Building B is the most beautiful.


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SB page 5


Lesson 2 7

4 Read all the diary pages again. Who did Adam do these things with?
1 drove from Cairo to Alexandria He drove to Alexandria with his family.
2 went shopping ____
3 had lunch in the school canteen ____
4 played football ____
5 did his homework ____
6 went to the sports centre ____

5 Ask and answer the questions in pairs.
1 Which sport does Adam not usually like playing?
2 Why did he play this sport with Sami?
3 Why do you think he enjoyed it?

Life Skills

1 Do all the people in your family always want to do the same things?
2 What do you do when people want to do different things?
a Say you only want to do what you want to do.
b Decide to do what most of you want to do.
c Work with your group to add a third option.
3 Read about Sara's family. Where should they go and what activities should they do in the morning and the afternoon on Sara's birthday? Work in pairs and make a decision.

In order to make an effective decision, you have to:
- determine the problem or challenge.
- Select the best solution for the problem.

Mum likes playing sports, but she does not like watching sports.

Nadia, aged five, is frightened of the dark. She cannot swim. She loves animals.

Dad likes science. He likes to eat out.

Sara likes history and she likes playing games.

Workbook page 71 | Lesson 2 | 5

4 Read all the diary pages again. Who did Adam do these things with?

1 Ask students to read the list of things Adam did. You could also elicit the present simple forms of the past simple verbs to check students' understanding and ask students which past simple verbs on the list are regular.

2 Have students predict which person Adam did each thing with. They can then scan all three diary entries on page 4 to check their answers.

3 Check answers around the class by asking students past simple questions, e.g. *Who did Adam drive from Cairo to Alexandria with?* Elicit the answers as complete sentences in the past simple.

Answers:

1 He drove to Alexandria with his family.
2 He went shopping with his mum.
3 He had lunch in the school canteen with Sami.
4 He played football with Sami and Sami's brothers.
5 He did his homework with his mum.
6 He went to the sports centre with his dad.

5 Ask and answer the questions in pairs.

1 Remind students that the speech bubble icon in the Student's Book denotes a critical thinking exercise, encouraging students to question and challenge what they know and learn, or to evaluate the reasons why someone would do something in order to understand it on a deeper level. This exercise requires students to use their critical thinking skills to speculate about someone's feelings (Question 1) or the reasons why someone does something (Questions 2 and 3).

2 Put students into pairs to ask and answer the questions. Go around and monitor while students are talking. Encourage students to refer back to the diaries to find specific examples to support their answers, if necessary.

3 Give students two or three minutes to talk and then check answers around the class.

Answers:

1 He doesn't usually like football.
2 Because Sami's wanted to play.
3 Suggested answer: Because it is fun to play games together and it is a good way to know new people.

Life Skills

1 This *Life Skills* box focuses on helping students develop the life skill of decision-making and negotiating. The ability to make decisions is one that students will need to use every day for the rest of their lives. Whatever decision students have to make, they will need to familiarise themselves with the information available, analyse it and then use what they have learned to negotiate and make a decision that will be good for everyone concerned. Students are, therefore, asked to do these things in this activity. Put students into pairs or groups of three to ask and answer the first question. Encourage students to give honest answers to the question, but also make sure they're aware that they don't have to share any personal information that they don't feel comfortable with sharing.

2 Ask students to read the second question and the three options and decide which



Life Skills

1 This *Life Skills* box helps students develop the skill of respecting diversity by reacting politely to people whose opinions are different. The ability to respect diversity is one that students will need to use almost every day for the rest of their lives and it will help them to build stronger relationships with the people they interact with – whoever they are. Disagreeing politely may seem simple, but when you're doing it in a foreign language, you need to learn and remember the type of language that is appropriate. That's what students are going to do in this exercise.

2 Tell students to imagine that someone has just said something which they disagree with and they're going to respond to it. Ask students to read the list of responses and decide if they're polite or impolite individually. Go around and monitor pairs/groups and offer prompts or encouragement if needed.

3 Check answers round the class. Elicit or explain what makes an expression polite, e.g. a clear (but not too direct) explanation about why you have a different opinion without criticising the other person's opinion; a phrase which starts with *I'm sorry* which is a polite way of showing that you disagree; an indirect (and therefore polite) way of saying that you disagree.

4 Put students into pairs. Ask them to choose one of the things in the box in Exercise 3 to talk about, or to choose something else. They then take it in turns to give their opinion and either agree or disagree with their partner using the phrases in the box which they ticked. Tell them to keep giving their opinions until they find something which their partner disagrees with them about.

5 Provide support and prompts where necessary. Note any good examples of disagreeing politely to elicit during class feedback.

Answers:

1 [✔]
2
3 [✔]
4 [✔]
5
6 [✔]
7 [✔]

WB page 80



8 Lesson 4

Language

1 Complete the questions with words from the box.

agree best better opinion think

1 What do you think ______ about going to the sports club tonight?
2 What's the ______ place to play tennis near here?
3 What's your ______ of doing a sport every week?
4 Do you ______ that Thursday evening is the most expensive time to go to a sports club?
5 Which sport do you think is ______, football or tennis?

2 Read the answers. Write the correct questions from Exercise 1.

1 What's your opinion of doing a sport every week?
I think it's very important to be healthy.
2 ______
In my opinion, tennis is better because you do not need many people to play it.
3 ______
I'm sure it's the sports club.
4 ______
I disagree, because it's the same price every day.
5 ______
I think it's a great idea!

Writing

3 Write what you think about the following. Use these expressions.

I (don't) agree.
I disagree, because ...
In my opinion, ...
I think ...
I'm sure ...

1 Do you agree that Cairo is the biggest city in the world?
2 What's the most difficult subject at school?
3 What do you think about animals like horses and cats?
4 Do you agree that tourists are very important for our country?

80 Lesson 4

Language

1 Complete the questions with words from the box.

1 Elicit or explain that the questions students complete in this exercise are all questions they heard in the conversation they listened to in Exercise 1 on page 18 of the Student's Book.

2 Tell students to guess the missing word from the box for each question and write it in the blank.

3 Ask students to compare their answers in pairs and then check answers around the class.





WB page 72

7 Lesson 3

Vocabulary

1 Write the type of music for each photo. Tick (✓) the music you like and compare your answers with your partner.

classical jazz opera pop traditional

1 classical 2 ______ 3 ______ 4 ______ 5 ______

Language

2 Match to make questions.

1 f What time — a a blue pen?
2 Did you go — b taller than your brothers and sisters?
3 Have you got — c this lesson start?
4 Are you — d speak French?
5 When did — e shopping at the weekend?
6 Can your best friend — f do you go to school?

Writing

3 Now answer the questions in Exercise 2.

1 I go to school at ______ 2 ______
3 ______ 4 ______
5 ______ 6 ______

4 Read the answers. Write the questions.

1 When did you go to the museum? I went to the museum two weeks ago.
2 ______ No, I don't like jazz, but I like pop.
3 ______ Yes, I've got two sisters.
4 ______ I like fruit because it's good for you.
5 ______ I come to school by bus.
6 ______ No, I can't play chess.

72 Lesson 3

Vocabulary

1 Write the type of music for each photo. Tick (✓) the music you like and compare your answers with your partner.

1. Read the instruction with the class and elicit that students first have to write the different types of music under each picture, then tick the types of music they like and then, finally, tell their partner which types of music they like.
2. Check that students have written the correct types of music under the photos and then ask them to move on to the next two tasks.
3. Refer them back to Exercise 6 on page 6 of the Student's Book for an example of how to ask what type of music someone likes and answer the question. More confident students could also use *because* to give a reason why they like or don't like a type of music.
4. Invite students to say which types of music they like in class. More confident students could also compare the types of music they like with a partner in class, e.g. *I like pop music, but my partner Heba doesn't. She likes traditional music.*

Answers:

1 classical 2 traditional 3 jazz
4 opera 5 pop
Students' own answers.

Language

2 Match to make questions.

1. Tell students that they are going to practise making questions. Remind them to look closely at the first word of the question and use this to help them choose the correct ending. Refer students back to the *Questions* language box on page 7 of the Student's Book for help, if necessary.
2. Ask students to complete the exercise individually, then check answers with a partner. If they have different answers, they should work together to find the correct answer.
3. Check answers with the class.

Answers:

1 f 2 e 3 a 4 b 5 c 6 d

Writing

3 Now answer the questions in Exercise 2.

1. Elicit or explain that students need to use the same verb and tense used in the questions in the answers.
2. Students write their sentences individually. They may find it helpful to refer back to the *Questions* language box on page 7 of the Student's Book for examples of answers to questions.
3. Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their sentences with a partner.

Answers:

Students' own answers.

4 Read the answers. Write the questions.

1. Tell students that they're now going to practise writing questions. Again, they can refer back to the *Questions* language box on page 7 of the Student's Book for help with forming questions, if necessary.
2. Have students write their questions individually. Remind them to look closely at the answers

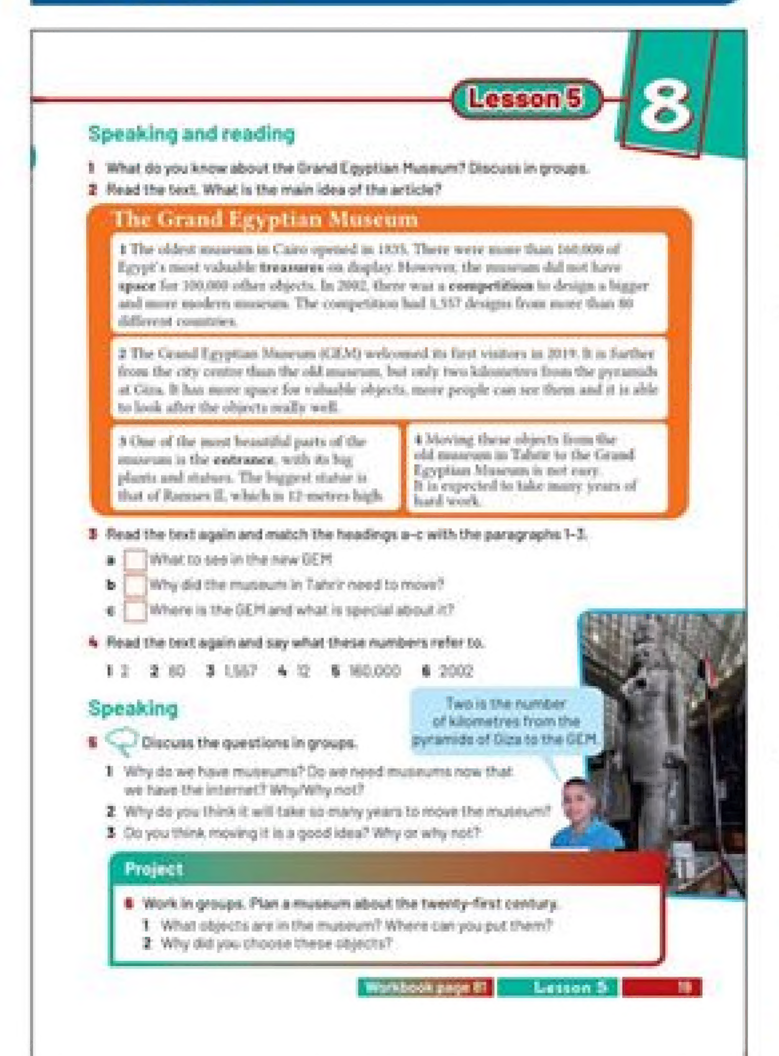

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Outcomes:

- To read a range of high-frequency words and CVC words
- To read short texts to understand the general gist
- To read short texts to find specific information
- To skim grade appropriate text to get the general idea; recount the key details and explain how they support the main idea

Vocabulary: treasures, space, competition, entrance

SB page 19



Lesson 5 8

Speaking and reading

1 What do you know about the Grand Egyptian Museum? Discuss in groups.

2 Read the text. What is the main idea of the article?

The Grand Egyptian Museum

1 The oldest museum in Cairo opened in 1835. There were more than 160,000 of Egypt's most valuable **treasures** on display. However, the museum did not have **space** for 100,000 other objects. In 2002, there was a **competition** to design a bigger and more modern museum. The competition had 1,557 designs from more than 80 different countries.

2 The Grand Egyptian Museum (GEM) welcomed its first visitors in 2019. It is farther from the city centre than the old museum, but only two kilometres from the pyramids at Giza. It has more space for valuable objects, more people can see them and it is able to look after the objects really well.

3 One of the most beautiful parts of the museum is the **entrance**, with its big plants and statues. The biggest statue is that of Ramses II, which is 12 metres high.

4 Moving these objects from the old museum in Tahrir to the Grand Egyptian Museum is not easy. It is expected to take many years of hard work.

3 Read the text again and match the headings a–c with the paragraphs 1–3.

a ☐ What to see in the new GEM

b ☐ Why did the museum in Tahrir need to move?

c ☐ Where is the GEM and what is special about it?

4 Read the text again and say what these numbers refer to.

1 2 2 80 3 1,557 4 12 5 160,000 6 2002

Speaking

5 Discuss the questions in groups.

1 Why do we have museums? Do we need museums now that we have the internet? Why/Why not?

2 Why do you think it will take so many years to move the museum?

3 Do you think moving it is a good idea? Why or why not?

Project

6 Work in groups. Plan a museum about the twenty-first century.

1 What objects are in the museum? Where can you put them?

2 Why did you choose these objects?

Workbook page 81 Lesson 5 19

Speaking and reading

1 What do you know about the Grand Egyptian Museum? Discuss in groups.

1 Put students into groups and ask them to close their books.

2 Write the *Grand Egyptian Museum* on the board and check that students have all heard of it.

3 Ask students to tell their group any facts they know about this museum and their opinion of it.

4 Monitor students' discussions and offer prompts and encouragement if students are struggling, e.g. *Where is the museum? What can you see there?*

Answers:

Students' own answers.

2 Read the text. What is the main idea of the article?

1 Direct students to the instruction.

2 Students can read the text in order to find the answer to the question.

3 Ask students to compare answers in pairs and then check answers around the class.

Answers:

The main idea of the text is why a new museum needed to be built for Egypt's most valuable treasures.

3 Read the text again and match the headings a–c with the paragraphs 1–3.

1 Direct students to the headings and elicit that GEM is an abbreviation/short form for Grand Egyptian Museum.

2 Ask students to read each of the three sections of the text again.

3 Students match the headings with the paragraphs individually and then compare their answers in pairs.

4 Check answers round the class. You could also elicit the information from the paragraphs which identifies the correct headings for it.

Answers:

a 3 b 1 c 2

4 Read the text again and say what these numbers refer to.

1 Direct students to the numbers. Then ask them to find them in the text and identify what they refer to.

2 Put students into pairs and direct them to the speech bubble. Ask them to use the sentence in the speech bubble as a model to say what each number refers to.



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